# DOCUMENT RESUME

ED 254 062 FL 014 684

AUTHOR Voght, Geoffrey M., Ed.
TITLE Proceedings of the EMU Conference on Foreign Languages for Business and the Professions (Dearborn, Michigan, April 5-7, 1984). Part VI: French for Business and the Professions.
PUB DATE Apr 84
NOTE 198p.; For related documents, see FL 014 679-686.
PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Business Administration Education; Classroom Techniques; College Second Language Programs; Computer Oriented Programs; Course Descriptions; Foreign Countries; *French; French Literature; Hospitality Occupations; Information Science; Instructional Materials; *International Trade; Interviews; Language Proficiency; *Languages for Special Purposes; Language Teachers; Language Tests; Liberal Arts; Oral Language; Program Descriptions; Program Implementation; Reading Instruction; Retention (Psychology); School Business Relationship; Second Language Instruction; Surveys; Teacher Education; Telecourses

ABSTRACT

Part VI of the proceedings includes 12 presentations. They are: "Teaching Students How to Read Economics and Commercial Texts in a Commercial French Course: Focus on Meaning" (Robert A. Kreiter); "The Teaching of French for Computers and Information Science" (John B. Romeiser); "A Program in French for Hotel and Restaurant Management Majors: The Course" (Fannie Scott Howard Tapper); "Implementation Strategies for a Program in Applied French in Mayaguez, Puerto Rico" (Danielle Guely); "Teaching Business French: A Survey of Canadian and French Institutions" (Daniel Lepetit); "The Implementation of a Course in Business French" (Gerald Herman); "Business French--French Business Strategies for Retention of Material by Liberal Arts Students" (Nancy E. Lamb); "An Experiment: A French Business Course for Business and Non-Business Students" (Jean-Pierre Heudier); "Comptes et Contes: The Use of Literary Texts in Business French Courses" (Ruth L. Caldwell); "Foreign Language Courses for Business--A Modified Case Study Approach" (Judith Frommer); "Intensive Teacher-Training Programs in Business French in Paris, Lyon and Vichy" (Robert Crane); and "Adapting the ACTFL/ETS Oral Proficiency Interview to a Business French Course through Television" (Henry A. Garrity). (MSE)

***********************************************************************
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
***********************************************************************

841

ED254062

# PROCEEDINGS OF THE 1984 EMU CONFERENCE ON FOREIGN LANGUAGES FOR BUSINESS AND THE PROFESSIONS

## PART VI:

## FRENCH FOR BUSINESS AND THE PROFESSIONS

Geoffrey M. Voght, Ed.

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Geoffrey Voght

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FL014 684

842

# TEACHING STUDENTS HOW TO READ ECONOMICS AND COMMERCIAL TEXTS IN A COMMERCIAL FRENCH COURSE: FOCUS ON MEANING

Dr. Robert A. Kreiter

Professor of French
Department of Modern Language and Literature
University of the Pacific
Stockton, California 95211

BEST COPY AVAILABLE

843

# Teaching Students How to Read Economics and Commercial Texts in a Commercial French Course: Focus on Meaning

Robert A. Kreiter
Professor of French
University of the Pacific
Stockton, California 95211

# Teaching Students How to Read Economics and Commercial Texts in A Commercial French Course: Focus on Meaning

The understanding of the economic, social and political history of contemporary France, viewed from the perspective of "civilization" has been an integral part of the courses in the French of business and economics I have taught during the past four years. A sound knowledge of these subjects is essential for those who deal with the French in any field, and especially in commercial contexts.

The reading assignments in my courses deal with subject matter in French which is new to some of our students, leading to reactions such as: "I understand all the words, but I can't understand the article.", or, commonly, "I can't understand this sort of thing in English." My solution for their problem has been to focus on the message in the text, downplaying its language. This paper will present the method of this focus.

I would first like to make my marketing strategy clear. My market is a population of students of mixed backgrounds, but most have had a minimum of four semesters of college French before reaching my two semester-length courses in the French of business and economics. Some of them are French majors taking my courses as electives within the language/literature major. Others are economics majors, others students from the degree program in international business. Still others are persons interested in continuing to use French, but not interested in our literature track. They are all interested in acquisition of useful, relevant skills and information. They are motivated to master meaning. I find that focus on it improves in turn their productive skills in a way similar to that described by Krashen, Terrell and others who argue the importance of acquisition of aural/oral skills through use of language, as opposed to learning grammatical systems. It is important for all my students that they master to some degree the important subject matter of my courses; it is even more important that they leave my courses with the ability to obtain and use such information in French. This ability will serve them in other courses, in professional life, and in their role as informed citizens.

The transition from the general reading materials of a language-learning track to more specialized texts seems to me to present two major reading problems in courses of the sort I teach:

- acquisition of specialized vocabulary;
- adaptation to new contexts which hamper comprehension of larger units of thought expressed in the foreign language (inducing word-for-word monitoring which loses the "forest" - the message - because of too much concentration on the individual "trees").

I shall outline below methods I have adapted or developed to solve these problems, providing opportunities for more rapid, more effective, more efficient learning. The presentation will be in two parts: "Acquisition of Specialized Vocabulary" and "Adaptation to New Contexts".

## A. ACQUISITION OF SPECIALIZED VOCABULARY

### 1. Ability to Function in Subject Matter Contexts

Acquisition of vocabulary in business and economics subjects is essentially the acquisition of the ability to function to some degree in these subject matter fields, and entails content activities within contexts. Research indicates that vocabulary is most meaningful, and most easily remembered, when it is learned in context.[1] Classroom activities therefore should immerse students in texts-contexts in preference to work with vocabulary lists.

### 2. Ranking Texts in Order of Difficulty

There are no graded texts in our field, nor perphaps should there be.[2] However, Renate Schulz has indicated preliminary guidelines for evaluating the readability of a foreign language text.[3] While waiting for the further studies she calls for to produce more precise guidelines, I believe it is possible, following her recommendations, and with experience, to assess a text on a student's terms, and at the relatively advanced level of my courses, to judge in general terms "easier" texts which can be scheduled before more difficult ones. Thus, as a basic text in a third semester level individualized option in commercial French, I schedule Fontenilles' La Vie des Affaires before, in later courses, Bénouis' Le Français économique et commercial or Cummins' Commercial French.[4] Progression from one to the other represents movement toward greater abstraction, increased vocabulary counts, longer, more complex sentences, assumption of prior knowledge. Similarly, when using authentic texts from periodicals or government publications, I move from the concrete toward the abstract. Thus, we treat, for example, the origins and historical evolution of the Moulinex Company before reading stock market analyses of its performance.

3. Previewing Texts

A specialized text, such as an article on the effects of the nationalization of an industry, is best "previewed" with the class before it is handled as a homework assignment. The preview, as Janet Swaffar[5] uses it, and as I have modestly adapted her method, provides a conceptual framework for working with the text, permitting more efficient processing of its information system and further penetration into the context of the subject matter. I also provide preview sheets as a guide for homework. These sheets are intended to help the reader seek out and order key items for comprehension of the text's message. In addition, we explore the subject matter area in advance, in preview form. For example, before reading about the legal structure of a French corporation, we discuss briefly, based upon the knowledge and experience of the group, the structure of various types of American businesses. Before my students read about the "effet de commerce" we look at a "lettre de change", and discuss in general terms its uses, the purpose of the "aval", etc., attaching the vocabulary to the conceptual context, the purpose and uses of the commercial document - aiming at the idea rather than the vocabulary, but in the process fitting the vocabulary into a comprehensible context which aids recall.

### 4. Use of Commentary: the "Explication"

Research has shown that commentary - added information permitting broader association - is more effective than definition (or, I believe, than translation) in facilitating comprehension and retention.[6] Again, commentary places information into conceptual frameworks which build upon existing knowledge. Commentary is, for me, related to my own literary preparation in the *explication de texte*. It implies a faith in the text as a communication system which, assuming basic competency of the reader, contains all the elements necessary for decoding the author's message.[7] Hence, activities assigned by the teacher should encourage processing of the text as an information system. Let me refer again to my utilization of Fontenilles' La Vie des Affaires at the third semester level: Most of the questions in this book, supplied by the authors as guides for conversation and discussion are aimed at having the student skim through the material several times to memorize the dialogues and readings. It would be inefficient to use these questions in class, simply an exercise in who has the best longterm memory of the authors' vocabulary and syntax. I can't remember all the answers myself ("Qu'est-ce que Jean-Paul sait par les Anciens?" Answer: "Il sait qu'il ne manque pas d'entreprises où l'on confie tout de suite d'importantes responsabilités à de jeunes cadres."). Therefore, I have had these questions recorded, with the answers, for use as aural comprehension exercises in the language laboratory. In the individualized packets I have also prepared for student use I have provided guides for work outside of class which permit activities in class related to the commercial or economics context treated by the chapter.[8] These guides focus on the meaning - the information system of the chapter - not the surface details. The packets also contain self-tests with answers which permit the students to gauge their mastery of the content before they come to class. My questions, and tests are not puzzles to be solved. They are merely an aid for processing the information in the text, and they follow the order of exposition of the text to facilitate finding the answer for those who don't know it.

5. Encouraging Use of Intuition

When reading texts in our native language we are able to adjust the precision of our reading to our needs; particularly, we can comprehend texts without comprehending all their vocabulary.[9] This ability, the ability to make meaningful inferences from partial information, can be transferred to our reading of a foreign language.[10] Reading activities in specialized texts should encourage students to use this skill. Corrections provided by the instructor in the laudable interests of precision should then give priority to inferencing - lead the student to the correct interpretation through use of the text itself (*i.e.*, for example, "Where does the text make the point you're bringing out?" "What examples does the author provide?", etc.). For the same reason I prefer a balance between "intensive" and "extensive" reading. Intensive readings would have more recourse to monitoring; extensive readings would be more lengthy, assigned to encourage rapide perusal and use of intuition.

6. Role of the "Authentic" Text

The aim of the acquisition of foreign language reading skills in this specialized area is comprehension of authentic texts in the foreign language. I believe that such texts are the best material for

for the course. They can be ranked by the teacher in order of increasing difficulty, or at least what is demanded out of them can be ranked. According to Janet Swaffar these texts have natural redundancies which are lost when texts are simplified - graded - for the student.[11] For the same reason, it is wise to have a variety of texts on the same or related topics, aiding comprehension and reinforcing retention by promoting a range of associations of ideas and contexts.[12]

To conclude this section on acquisition of vocabulary, I refer to Harold Herber:

"There is evidence to indicate that words must be used many times in situations that have meaning before the words are sufficiently well assimilated into our vocabulary to be readily available for use. Mere memorization of word meanings is not sufficient, nor is just having words written on the board and discussed with students before they read. Students develop vocabulary when they use words in situations that have meaning. ...Experience and experimentation have shown that when students are provided meaningful contexts for the exploration and reinforcement of vocabulary, greater retention occurs."[13]

My own experience shows that focusing on meaning as a reading method is a valid practice.

852

## B. ADAPTATION TO NEW CONTEXTS

### 1. Readings in English as Background

As we focus on meaning, language can seem, at least temporarily, irrelevant. As an aid in providing orientation to new types of subject matter, I encourage students to read about the American, French and Canadian economies in English. Sources they commonly use are The Wall Street Journal, Business Week, Newsweek, The Economist, etc. I also furnish them with a reference sheet that indicates which passages in Ardagh's France in the 1980s[14] correspond to readings we are using in our course. These readings in English are never assigned as part of the work for the course: The students' own enthusiasm and their interest in ideas concerning the economies we deal with bring them to do this reading on their own, raising the level of our discussions and making our readings in French easier, because they have developed richer insights into the contexts we are treating.

### 2. Using Student Expertise

As I indicated earlier, my classes have mixed student populations. All students have normally had at least four semesters of college French or equivalent. Their background in business and economics varies from zero to undergraduate major status in business or economics. The expertise of certain of the members of the class can be exploited for the benefit of the group.[15]

a. Peer Help

Those with background can be resource persons for those who have none. Peer help, whether provided in or out of class, is often less intimidating than a teacher's comments; students frequently are able as well to view a problem from a fellow student's perspective, and to provide more accessible information.

b. Resource Persons

Relatively more complex readings can be assigned to those with expertise; information from the reading can then be reported back to the group, accelerating and varying the acquisition of information for all.

c. Discussion Leaders

In large classes I have often used students from a more advanced class as small group discussion leaders of assigned texts. Depending upon the class, and the level of the students, the texts are xeroxed copies of articles from the Bulletins de Liaison of the Chambre de Commerce et d'Industrie de Paris, L'Express, Le Monde, L'Expansion, documents from the Services de Presse, the Services Culturels, the Canadian Consulate, etc. Through this activity the discussion leader has increased opportunities to use French in relevant contexts; the members of the discussion groups benefit from the more sophisticated insights of the leaders, from the accelerated and less intimidating atmosphere of a small group. They also come to look upon some of these leaders as role models, proof of the skills and knowledge success in the course imparts.

3. Student Assessment of Reading Choices

In certain classes I have created other sorts of sections to discuss articles from French periodicals. One half the class meets in turn on alternate Fridays throughout the semester. For these meetings one student is responsible in turn for presentation of a text in *explication de texte* style. That student chooses the week's article, distributing copies of it to his or her group on Monday. All members of the group thus have four days to read the material, and the presenter has time to see me for help if it's needed. Because the article is due for distribution at the beginning of the week, the student responsible for the choice has had a whole weekend to explore what's available in the library. I'm sure the choice is based in part on what is judged "not too difficult", but I have rarely been disappointed by the choices. More often than not, the texts seem to have been chosen to fit a theme we are currently treating. Moreover, by putting the students into a situation where it is they who have to evaluate numerous possible texts, I'm encouraging them to survey the field rapidly (encouraging skimming, inferencing, association, comprehension of more than just the text selected), and they are personally aware of what's out there. Other days I of course also assign texts I have personally chosen.

4. *Frameworking Upcoming Discussions*

Near the end of these Friday discussions, through questions, I attempt to direct our considerations to a framework of associations (supply/demand systems, effects/causes of inflation, history/evolution of free trade, etc.), as appropriate, which provide a more informed base for upcoming reading in Albertini's *L'Economie Française: Initiation*.[16] Such highlighting is often reinforced, when I see a need for it, by work during regular class meetings with Gueyraud's *Comprendre la vie économique*,[17] using the overhead projector. This manual explains basic economic principles in simple form; it makes heavy use of illustrations and graphs to explain sophisticated concepts and vocabulary.

5. *Varying and Ranking Texts*

Of course, all texts used in the course provide information helpful for more effective reading of the authentic texts which some of my students will be working with for the rest of their lives. Among our basic texts I have created, as I mentioned, a progression from Fontenilles' *La Vie des Affaires* through Bénouis' *Le Francais Économique et Commercial*, to Cummins' *Commercial French*. In addition, throughout the semester, I schedule appropriate short passages for oral presentation in class by the students from Michaud's Le Nouveau Guide France.[18] My students consider that Michaud is "easy"; his presentation of demography or of social security can be scheduled before these subjects are treated as part of the economic study of contemporary France in Albertini's text, which is a considerably more difficult work. Through their presentations of Michaud, students have plotted out the material in French in a way which has meaning for them while creating associations for the group, a context in which reading and discussion of Albertini will be less difficult.

### 6. Dealing With Difficult Texts

By common agreement Albertini is our most difficult text in the first of our two advanced courses. I find it is becoming dated, but it nevertheless gives background to our students which makes them more effective in analyzing what's happening in the French economy, and in their objectivity and understanding as they communicate with the French about political and economic situations. I have tried several techniques for helping my students master it:

a. Presentation by me of an oral summary of the contents of the next day's assignment. Ellen Bialystok[19] says that summary statements of difficult materials provided by the teacher are of absolutely no help in advancing student abilities. She's right. We all obey the law of least effort. Why work to obtain information when the teacher will provide it in simpler form? Our responsibility as language teachers is to bring the students to the language which is bearer of the information. I no longer give advance summaries of texts.

b. Class discussion of the previous night's assignment. This method works well if I'm tolerant of the less proficient students in the course, accepting their "involved passivity" while discussing the material with those who are more proficient.

c. Previewing a text. In a modified use of Janet Swaffar's reading method, we discuss in advance the logical direction the text will take and its realationship with what has preceded, setting the contexts. I then provide worksheet guides which help the students to more efficiently process the information and ideas of the text as they read it. I thus guide them to order information as a key to decoding the meaning of the text.[20]

7. Book Length Readings

In my more advanced classes I encourage students to read rapidly, acquiring background in various subjects, and to independently handle book-length materials in French on the French economy. Each becomes an "expert" on a certain problem such as "le chômage", "les nationalisations", "la monnaie

858

et les banques", "le système monétaire international". These topics are in fact the titles of short books, several of them in the Profil Dossier series from Hatier, which are used by the students as their guide into the area. Each expert keeps the group informed about his or her readings, expanding everyone's expertise to an extent, and adding depth to general discussions.

8. Extensive supplementary readings. Within this class I also circulate as extensive reading copies of Hebdo-Canada, various documents from the French Press Services, and finally chapters in French from economics texts (chosen with the help of Lire en Français les Sciences Economiques et Sociales).[21] Students check off their names when they have read them and pass them on. During class discussions I sollicit their comments on the texts, and critiques of the economics texts from our economics majors (in light of their readings in other classes).

## CONCLUSION

Outside the classroom we read for meaning; we do not consciously read to acquire language. But through that reading we gain mastery over new contexts and the ability to operate in the languages of those contexts. When reading we select a level of understanding: We know what we want out of the text; we seek it out, often to the exclusion of other

information, which, however, we may acquire as an end product. Frequently, a half understood text will bring us to better understand another.
Or, at times, only after reading a text do we find a new focus which brings us to read again for new information, and perhaps a greater depth of understanding.

I believe that using the focus of meaning rather than language is a proper methodology for reading specialized texts. It should be undertaken with a variety of texts which submerge the student in the contexts of the subject matter field, moving toward that "din in the head" Stephen Krashen identifies as the point when language becomes what I call "natural".[22] The monitor is off. The words come as needed. How much easier it is to function in French in Paris where we're submerged in it than in a classroom in the United States! My attempt in the classroom is to bring as much "din" into the heads of my students as I can within the structures I'm permitted.

The teacher can accelerate learning while making it more interesting and natural by focusing on meaning, ordering the progression of texts in terms of their difficulty, developing structures to facilitate their processing, using the considerable existing talents and knowledge of the members of the class. It is in this way that as language teachers we can use our discipline to make other disciplines more accessible, opening the world through the mastery of language to the critical judgement of our students.

## NOTES

1. Harold L. Herber, _Teaching Reading in Content Areas_ (Englewood Cliffs, N.J., Prentice Hall, 1970), p. 160-163 and Howard H. Keller, _New Perspectives on Teaching Vocabulary_, "Language in Education: Theory and Practice", number 8 (Arlington, Va., Center for Applied Linguistics, 1978), p. 12. See also Laura J. Walker, "Word Identification Strategies in Reading a Foreign Language", _Foreign Language Annals_, vol. 16, no. 4 (September, 1983), p. 293-299.

2. G. Truett Cates and Janet K. Swaffar, _Reading a Second Language_, "Language in Education: Theory and Practice", no. 20 (Arlington, Va., Center for Applied Linguistics, 1979), p. 20-23.

3. Renate A. Schulz, "Literature and Readability: Bridging the Gap in Foreign Language Teaching", _The Modern Language Journal_, vol. 65, no. 1 (Spring, 1981), p. 43-53. See also, by the same author, "From Word to Meaning: Foreign Language Reading Instruction after the Elementary Course", _The Modern Language Journal_, vol. 67, no. 2 (Summer, 1983), p. 127-134.

4. Alfred Fontenilles and Mark Heimerdinger, _La Vie des Affaires_ (New York, Macmillan, 1981). Mustapha K. Bénouis, _Le Français Economique et Commercial_ (New York, Harcourt-Brace-Jovanovich, 1982). Patricia W. Cummins, _Commercial French_ (Englewood Cliffs, N.J., Prentice-Hall, 1982).

5. Katherine M. Arens and Janet K. Swaffar, "Reading for Meaning" and "The Grammar of Texts", University of Texas at Austin, typescripts.

6. Eleanor J. Gibson and Harry Levin, The Psychology of Reading (Cambridge, Mass., M.I.T. Press, 1975), p. 421.

7. Arens and Swaffar, "The Grammar of Texts", op. cit.

8. I wrote these packets as one of the activities of the NEH sponsored Workshop on Individualized Instruction at Ohio State University in Summer, 1982.

9. Cates and Swaffar, op. cit., p. 5-19; Renée Meyer and Emery Trétault, "Real Life, Real Discourse, Real Comprehension: An Analytical Approach to Reading and Listening", presentation at ACTFL/AATG Joint Annual Meeting, San Francisco, November 26, 1983.

10. Cates and Swaffar, op. cit., p. 8-11; Gibson and Levin, op. cit., p. 70-86; Meyer and Tétrault, op. cit.

11. Arens and Swaffar, "The Grammar of Texts", op. cit.; Cates and Swaffar, op. cit., p. 22-23.

12. Carol Hosenfeld, "A Learning-Teaching View of Second Language Instruction", Foreign Language Annals, vol. 12, no. 1 (February, 1979), p. 52.

13. Harold Herber, op. cit., p. 162.

14. John Ardagh, France in the 1980s (New York, Penguin Books, 1982).

15. See Carol Hosenfeld, op. cit., p. 51 and June K. Phillips, "Second Language Reading: Teaching Decoding Skills", Foreign Language Annals, no. 8 (October, 1975), p. 227-232.

16. Jean-Marie Albertini, L'Economie Française: Initiation (Paris, Editions Ouvrières/Editions du Seuil, 1978).

17. D. Gueyraud, B. Satin, B. Maire and J.P. Micheau, Comprendre la Vie Economique (Paris, Editions Foucher, 1976).

18. G. Michaud and G. Torres, Le Nouveau Guide France (Paris, Hachette, 1982).

19. Ellen Bialystok, "The Role of Conscious Strategies in Second Language Proficiency", The Modern Language Journal, vol. 65, no. 1 (Spring, 1981), p. 27.

20. See Gibson and Levin, op. cit., p. 388-424.

21. Denis Lehmann, Sophie Moirand, François Mariet and Robert Catalan, Lire en Français les Sciences Economiques et Sociales, CREDIF (Paris, Didier, 1979).

22. Stephen D. Krashen, "The Din in the Head, Input, and the Language Acquisition Device", Foreign Language Annals, vol. 16, no. 1 (February, 1983), p. 41-44.

863

# THE TEACHING OF FRENCH
# FOR COMPUTERS AND INFORMATION SCIENCE

Dr. John B. Romeiser

Associate Professor of French and Italian
Department of Languages
Clemson University
Clemson, South Carolina 29631

BEST COPY AVAILABLE

864

A teacher who decides to incorporate a unit on computers into a business French course faces many of the same instructional challenges that are confronted in a standard commercial French curriculum. These obstacles include developing a course in which the linguistic component is relatively accessible to the third-year student, the technical material to be learned is not too complex, and in which there is sufficient background information to provide for the needs of a student who has no prior experience in business administration or computer science. A similar situation would pertain in business German and Spanish courses.

For the purposes of this essay, I would like to offer an example of how to go about integrating the flourishing computer technology of today, much of which is of Anglo-American origin, into a foreign language business course, while at the same time offering a perspective that is unique to the foreign culture. In other words, is there a classroom approach to computers and information-processing that is decidedly French, German, or Spanish? Without intending to seem unduly ambivalent on the matter, I am forced to conclude that the answer is yes and no. Yes, the French have used certain aspects of computer technology in ways that the United States has heretofore only dreamed of. And no, there is little that distinguishes the basic technology, applications, and lexicon of computer French from the American or British.

However, if our goal is to achieve some modicum of the much heralded computer literacy in our foreign language classrooms, it is incumbent upon us to examine ways in which we can integrate three areas of computer competence into our courses, i.e. skills needed to use or program a computer, knowledge about how computers work, how they are used, their capabilities and limitations, and sufficient expertise in order to evaluate the uses of computers as they affect individuals and society. Moreover, if we allow a broad definition of computer literacy to be "whatever a person needs to know and do with computers in order to function competently in our information-based society," as did a recent article in Popular Computing (1), it will then be necessary to decide which of the three areas are to be stressed in a foreign language business course. I am not suggesting that students become proficient in programming, word processing, or computerized spreadsheet analysis within the confines of their business French work. Such "hands-on" activities far exceed my capabilities as an instructor, even though I have an amateurish interest in all three. Nor is it necessary that a student take or have taken an elementary computer science course to derive benefit from the unit that I have prepared. In fact, as a large percentage of my students are majors in Clemson's College of Liberal Arts, for many this is the first and only exposure to the seemingly arcane world of bits, bytes, RAMS, and ROMS. Nonetheless, I remain hopeful that such a cursory glance will stimulate their desire for additional study, reflection, and, eventually, direct contact with a computer.

Often highlighted in the French press as "les nouvelles techniques en 'ique," the world of high technology and information sciences has definitely taken France by storm. Blessed or, as some would have it, cursed with a rapidly expanding lexicon of neologisms and Anglo-Saxon imports, the French are bravely withstanding the assault of foreign-produced microcomputers and doing their best to come up with home-grown products that are IBM, Apple, or Digital compatible. Similar progress is being made in the realm of software development. Stimulated by now

BEST COPY AVAILABLE

apocryphal stories of millionaire American software designers who started out in a musty basement or garage, budding French "informaticiens" are trying to emulate our cottage industry approach to software development. One key to success will be the introduction of an entirely French language-based programming language, although this may limit the influx and competitiveness of English language programs and manuals.(2) As it stands now, though, English is a sine qua non for advancement and success among aspiring computer programmers and engineers, and it is likely that this situation will persist for many years.

Despite the Anglo-American bias of computer technology in France, it is possible to underline certain aspects, besides the linguistic variants, that differ to some extent. These differences are usually more of degree and approach than they are of kind. While both cultures have a similar understanding of what is meant by computer science (information processing) or "informatique," the contrasts reside mainly in applications or extensions of the basic concepts. During the first part of the three-session unit that I have developed on computers, I explain in simplified English, then in equally simplified French, what computer science is up to. My point of departure is that it is the study and design of "algorithmic processes," or sequences of events that can be systematically described, and the machines which carry out these processes. I then explain that as a science it has certain theoretical and applied aspects. The theoretical concerns include questions of the limits of computability, the abstract properties of computations, and the theory of languages that are used in programming. If there are any questions at this point, I refer the befuddled student to our friendly computer science department, just as I would expect a colleague in that field to yield to me if a question arose regarding French literature or translation. Then I turn to the applied aspects which will provide the focus for most of our discussion and work during the three sessions. These include hardware design, programming language design, artificial intelligence, and information systems. The latter category, information systems, is the arena which will receive heavier emphasis, as it has been extensively mined and developed by the French.

From the outset, it is crucial that the student not be overwhelmed by new terms, acronyms, and

869

concepts. For this reason, I distribute a fairly representative list of French computer science words with their English equivalents and a brief definition in layman's French. This saves the student the expense of purchasing a dictionary and gives him ready access to the terms that will be stressed in class. When I hand out the list, I go through it line by line to ensure that the students can pronounce, then understand the new word. Referring them to an English equivalent, for instance "operating system" for "système d'exploitation" or "ROM (Read Only Memory)" for "mémoire morte," often yields the same blank expressions we encounter when we first expound on the differences between "actions" and "obligations," stocks and bonds, to students whose knowledge of Wall Street is limited to board games and "Dynasty." It is especially helpful to include a rough line drawing of the basic component parts of the computer, whether mainframe or micro, which can be put on the blackboard or distributed in class at the same time as the glossary. Heimerdinger and Fontenille's business French text, La Vie des affaires (3), has a useful chapter that can serve as a springboard for discussion. Although one may expect the student to pose simple questions in French on this new material and to listen attentively to the French portion of the lecture, it is difficult to avoid using a fair amount of English during the first session.

The second session concentrates on French approaches to information-processing, provides data concerning the major French computer manufacturers, both foreign and domestic, and looks at a specific firm, Léanord, which specializes in the production of an IBM/PC-compatible microcomputer that is designed and manufactured in France. The latter case study will furnish material for a translation assignment to be turned in and analyzed during the third and final session of the unit. Beginning with the major "-ique" words in French, the students examine and discuss the electronic technologies that have grown out of the mother word, "l'informatique." These include "la télématique," defined somewhat imperfectly as computerized telecommunications systems, "la bureautique," or office automation, and "la robotique," or robotics, which takes the computer and places it on the factory assembly line. Perhaps the most interesting aspect of this triad for an American is the "télématique"-related videotext network, which the

French government has given special prominence by means of the nationalized PTT, its combined postal and telephone service. Indeed, it is through massive research, development, and installation of these interactive computerized networks linking users and huge data banks that France has taken the lead among Western nations. Beginning in the 1970's with a computerized video magazine called Antiope, the French government has promoted its Télétel videotext system in the public sector by selecting various towns for trial use. In 1981 some 1500 families in Vélizy received a small screen and a miniature remote control keyboard that provided them with Télétel's public service messages as well as information concerning airlines, vacation charters, and community activities. Although the experiment has had a mixed record of success, especially with the widely-publicized "annuaire électronique," or electronic phone book, lauded by the PTT as a means to save European forests and to provide continual information updates, it does appear that videotext has found a comfortable niche within the burgeoning telecommunications industry. Ironically, the United States has taken a wait and see attitude on the commercial value and technology required to

872

implement videotext.

After discussing the new technologies ending in "-ique," we turn our attention to the "big names" in computers in France. Not surprisingly the students learn that the top ten include eight American firms, IBM, DEC, Control Data, NCR, Burroughs, Univac, Hewlett-Packard, and Honeywell. Of the remaining two, only one, CII-Honeywell Bull, recently renamed Bull, a somewhat infelicitous choice for the English-speaking world, is French owned and operated. Other statistical information presented includes the share of the French, European, and world market controlled by the major French computer company and sales figures for minicomputers and terminals. Bull-France, for example, had only 19.5% of the French, 7% of the European, and 2.1 % of the world market in 1981, while IBM alone dominated 31% of the French, 35% of the European, and 36% of the world market for computers (4). These figures are, of course, three years old and in drastic need of updating, but if anything the tendency has been for the American mainframe giants to solidify their position in the French market. This has not necessarily been the case for the flourishing microcomputer industry, and this observation leads to the final topic of the second session, the boom in what are variously called "ordinateur personnel" or "ordinateur individuel," personal computers, in French.

A case study of the Léanord electronics and computer firm of Lille, France, thus provides the focus for the third session of the unit. At the end of the second class, I distribute a copy of the company report in French as well a glossy brochure advertising the firm's newly-created 128K personal computer, the SILEX 16, an IBM compatible. The students are asked to review the material and to translate selected parts into English. The company report is rich in business French expressions such as "SARL" (Société à Responsabilité Limitée), "filiale," "siège social," and "chiffre d'affaires," thereby offering a review of earlier material, and the brochure allows the student to test his knowledge of the freshly-acquired computer French vocabulary. During the final session, I hand out an English translation of the business report, after the class has had an opportunity to ask questions and translate pertinent sections. We then move to a detailed analysis of the computer brochure, and the students try their hand at translating and explaining such technical gems as: "Le système d'exploitation

MS/DOS est également proposé en option" ("The MS/DOS operating system is also offered as an option"), and "Un accès direct mémoire augmente encore les performances en vitesse de traitement" ("Direct access memory further increases processing speed performance"). At the end of the final class, students and professor alike begin to question the soundness of Rivarol's famous remark, "Tout ce qui n'est pas clair n'est pas français" ("If it's not clear, it's not French") and offer the following rewrite for the 1980s: "Tout ce qui n'est pas clair est informatique" ("If it's not clear, it's computerese").

It is almost universally acknowledged now that the industrial society that grew out of the late eighteenth and early nineteenth centuries is in serious jeopardy if continued economic development in the Western world is to be based on it solely. As our students learn quite early, only 30-40% of the work force, whether in France or the US, is currently engaged in heavy industrial or agricultural pursuits. The remainder, almost 60%, comprise the rapidly expanding service sector which operates primarily by obtaining and conveying information at a price. Information has thus become a commodity in the 1980's and computers the indispensable medium of exchange. If our students are to receive the kind of broad examination of economics and the business world that we intend for them in a commercial French course, then they should be exposed to computer technology and its increasingly important role in the workplace.

# A BRIEF GLOSSARY OF COMPUTER SCIENCE WORDS (FRENCH-ENGLISH)

affichage - (m.) display; les données (mots ou chiffres) visibles à l'écran.

afficher - to display (on screen).

banque de données - (f.) data bank; elle permet de retrouver directement l'information: elle peut être numérique (séries chronologiques, etc.), textuelle (textes juridiques, etc.), factuelle (renseignements sur les entreprises, etc.).

base de données - (f.) data base; ensemble d'informations exhaustives et non redondantes nécessaires à une série d'applications automatisées et connues par un système logiciel qui en assure la gestion. Ex: une base de données bibliographiques est un système de recherches d'informations permettant de retrouver des références d'articles ou d'ouvrages à partir de mots clés.

binaire - (m.) binary; système de numération à base 2, dont les chiffres sont 0 et 1.

bit - (m.) bit (contraction de "binary digit"); unité binaire de quantité d'information; un bit a une valeur égale à 1 ou à 0.

bureautique - (f.) office automation; automatisation des tâches de secrétariat et de bureau grâce à des matériels électroniques, similaires aux ordinateurs mais en plus petits (mini informatique). Une certaine polyvalence est requise pour recouvrir au niveau du bureau des tâches aussi variées que le traitement de texte, le courrier répétitif, le traitement de l'information (gestion de fichiers, archivage, recherche documentaire), la comptabilité, la paie, etc.

câble - (m.) cable; fil conducteur métallique protégé par des enveloppes isolantes.

carte - (f.) card; carte d'interface, par ex.: composant électronique qui sert à relier deux systèmes, normalement l'ordinateur avec une unité périphérique.

clavier - (m.) keyboard.

didacticiel - (m.) instructional software.

disque dur - (m.) hard disk.

disque souple - (m.) soft or floppy disk.

données - (f.) data; les éléments de base (voir: "banque ou base de données").

E.A.O. - (m.) CAI (computer assisted instruction).

écran - (m.) screen (voir: "moniteur").

emmagasiner - to store (voir: "stocker").

entrer au terminal - to type, put in at the terminal.

ergonomie - (f.) biotechnology; ergonomique= user friendly.

imprimante - (f.) printer; roue d'imprimante (f.)= print

wheel

informatique - (f.) computer science or data processing; désigne tout ce qui a trait au traitement électronique de l'information par ordinateur.

informatiser - to computerize; informatisation (f.)= computerization.

ingénierie informatique - (f.) computer science engineering; branche des services de l'informatique qui tend surtout à la fourniture de systèmes "clés en main" (anglais: turnkey systems), pour lesquels le fournisseur assume la responsabilité des moyens à mettre en oeuvre pour l'obtention des résultats prévus.

instruction - (f.) statement; opération élémentaire d'un langage de programmation.

interface - (f.) interface; ensemble des règles et des conventions à respecter pour que deux systèmes donnés puissent échanger des informations.

logiciel - (m.) software; désigne la matière grise de l'ordinateur: ensemble de tous les programmes qui sont à sa disposition.

logiciel de base - (m.) basic software; ensemble de programmes destinés à faciliter l'exploitation d'une machine.

matériel - (m.) hardware; ensemble des objets, instruments,

machines utilisés dans un service, une exploitation.

*mémoire morte* - (f.) ROM (Read Only Memory); mémoire à lecture seule dont le programme a été enregistré à demeure lors de la fabrication.

*mémoire principale* - (f.) main memory.

*mémoire vive* - (f.) RAM (Random Access Memory); mémoire temporaire qui disparaît quand l'ordinateur n'est pas en service.

*microprocesseur* - (m.) microprocessor; circuit intégré de grande complexité qui permet de réaliser la quasi-totalité des fonctions d'une unité centrale de traitement (voir: "unité centrale"). Il y a des microprocesseurs à 8, 16, ou 32 bits, chacun capable d'une rapidité de plus en plus accélérée.

*modem* - (m.) modem; acronyme de modulateur-démodulateur; dispositif qui permet d'adapter un canal numérique à un canal analogique et vice versa.

*moniteur* - (m.) monitor; un appareil qui permet de visualiser les données à l'écran.

*ordinateur* - (m.) computer; machine électronique permettant le traitement automatique de l'information à partir de programmes enregistrés; il y a aussi des *mini-ordinateurs* et des *micro-ordinateurs* qui sont construits autour d'un microprocesseur auquel on

880

adjoint l'environnement, logiciel et matériel nécessaire au traitement complet de l'information.

périphérique - (m.) peripheral equipment; les organes ou unités périphériques comprennent les dispositifs d'entrée/sortie (imprimante, machine à ecrire, lecteur de cartes, terminaux) et des mémoires externes (disque et tambour magnétique, bande magnétique).

progiciel - (m.) software package; ensemble cohérent et indépendant constitué de programmes, de services, de supports de manipulation d'informations et d'une documentation.

programme - (m.) program; suites ordonnées d'instructions destinées à traiter des informations pour obtenir des résultats. Ces instructions sont rédigées dans un langage accepté par l'ordinateur. Mots apparentés: programmation (f.)= programming; langage de programmation (m.)= programming language (ex: BASIC, COBOL, PASCAL, FORTRAN, ASSEMBLER, etc.); programmer = to program.

puce - (f.) silicon chip.

RAM - sigle de l'anglais: Random Access Memory; mémoire temporaire qui disparaît quand l'ordinateur n'est pas en service (voir: "mémoire vive").

récupérer - to retrieve (information).

ROM - sigle de l'anglais: Read Only Memory; memoire à lecture seule dont le programme a été enregistré à demeure lors de la fabrication (voir: "mémoire morte").

saisir - to retrieve (information); saisie (f.)= retrieval.

stocker - to store (information); stockage (m.)= storage.

système d'exploitation - (m.) operating system; ensemble des programmes de base d'une machine permettant d'utiliser tous les services disponibles et assurant en particulier la gestion des travaux, les opérations d'entrée/sortie sur les périphériques, l'affectation des ressources aux différents processus, etc. (ex: CP/M, MS/DOS).

télématique - (f.) computerized telecommunications; les services qui mettent en oeuvre à la fois l'informatique et les télécommunications.

temps partagé - (m.) time sharing; mode d'exploitation d'un ordinateur dans lequel chaque utilisateur se voit allouer une tranche de temps (time slice) fixe et relativement faible pour l'exécution de son programme. Synonyme: partage de temps.

terminal - (m.) terminal; poste de travail constitué par un écran et un clavier, relié à distance à un ordinateur (éventuellement par ligne téléphonique) et permettant d'entrer ou de recevoir de l'information.

touches - (f.) keys (d'un clavier); le nombre varie selon la complexité du clavier.

traceur - (m.) plotter.

traitement de texte - (m.) word processing; machine à traitement de texte= word processor.

trier - to sort.

unité centrale - (f.) central processing unit (CPU); partie essentielle d'un ordinateur assurant le traitement des informations en mémoire principale; synonyme: processeur central.

vidéotex - (m.) videotext; un service conversationnel d'informations comme Télétel en France, souvent utilisé par les P.T.T pour les annuaires électroniques ou informatisés.

visualiser - to view data or information on a screen.

## ENDNOTES

(1) "Computer Literacy," Popular Computing, March 1984, p. 75.

(2) The U.S. Department of Defense has adopted a new computer language called ADA that will be utilized by the three service branches and outside programmers. The language was submitted by a French programmer, Jean Ischbiah, and was funded by CII-Honeywell Bull (France). What has emerged is said to be a computer language that contains the best features of PASCAL, ALGOL, and PL/1.

(3) Alfred Fontenilles, Mark Heimerdinger, La Vie des affaires: An Introduction to French Business and Business Language, New York: Macmillan, 1981, pp. 122-123.

(4) Eric le Boucher, J.-M. Quatrepoint, "IBM ... et les autres," L'Informatique aujourd'hui (Le Monde : dossiers et documents), Paris, 1982, pp. 22-23.

884

# A PROGRAM IN FRENCH FOR HOTEL AND RESTAURANT MANAGEMENT MAJORS: THE COURSE

Fannie S.H. Tapper

French Department
University of Houston-Central Campus
Houston, TX 77004

BEST COPY AVAILABLE

# A Program in French for Hotel and Restaurant Management Majors: The Course

Upon my return to the French Department in 1980, after a five-years' administrative assignment in an experimental program for the non-traditional delivery of university courses, I learned that the French Department itself was expecting to begin a course, or rather a program, quite outside its traditional course offerings. It was to be the French component of a three-language program operated in conjunction with the Hilton College of Hotel and Restaurant Management at the University of Houston, to begin in Fall 1981. I further learned that I was being looked to as the possible developer of the new program. As the project sounded interesting, I agreed readily to undertake it, and soon found that "developer" connoted all that is implied in the Houston business sense of the term: that is, conceiver, designer, fund-raiser, builder, seller, and operator. In this paper I will discuss only the design and operation of the academic course which is the core of the complete program, having discussed elsewhere other aspects of the project.

Earlier experience in designing and operating a rather traditional year-abroad program in Strasbourg and the more recent experience in administering an integrated open-learning program gave me some sense of the kinds of planning involved; but nothing in my 17th-century French literature background prepared me for the design of a course which would, in one year, prepare American students to work in a French hotel. First of all, except for general impressions gained from frequent visits to France, I had little insight into the political, social and economic situation of the country, nor had I any specific knowledge of business

886

practices and operations in the hotel industry. Moreover, an early search for course books revealed the inadequacy, for my purpose, of existing French language texts at the introductory level.

Therefore, equipping myself to adapt existing materials and to produce new ones for a language and civilization course that would emphasize skills, vocabulary, and knowledge to be put to immediate professional use became a first priority. An announcement from the Chamber of Commerce and Industry of Paris promised the new orientation I needed. A four-week seminar on the socio-economic situation in the changing France of the summer of 1981, that included a three-day observation period in a four-star French hotel, would constitute the initial preparation for the course I would subsequently develop. In advance of this month in Paris, the College of Hotel and Restaurant Management, the regional manager of Air France, and the French Department had all sent introductory letters in my behalf to hotel companies in France. Managers of five hotels, representative of four chains of varying types and sizes of establishments, arranged visits for me of one to three days' duration. This allowed me, notebook and tape-recorder in hand, to glean knowledge of all operations, to note specialized vocabulary, and to collect brochures and training manuals. In addition to all of this, visits to bookstores and publishing houses yielded a wide variety of useful audio-visual and print materials, from new methods for teaching spoken French, to economics and business, to documentation on French hotel management and French hotel schools.[1] In fact, by the end of the summer the problem had become a matter of selecting suitable information from all the materials I had collected, and of fighting the impulse to "over-kill". We all know the French impatience with foreigners who speak their language imperfectly. This, plus my new-found knowledge of the kinds of work done in all departments of hotels, added to the hotel managers' insistence on their willingness to work only with those students whose level of French would permit them to profit maximally from their traineeships, tempted me to be overly optimistic about the amount of material that could be presented and absorbed.

But obviously choices had to be made in order to accomplish some really indispensable goals. We would have to make an initial rapid pass through the grammar to give students the structure upon which they would build fluency in the course of the year and especially later, in France. We would have to teach as much about French life, culture, mentality, and mores as possible in order to minimize culture shock and to shorten the time necessary for adaptation to customs and language. And then we would have to acquaint the students with the hotel and restaurant business as it is practiced in France, along with enough specialized vocabulary to allow quick acquisition on site of the language necessary for working competently.

The course had already been announced the previous spring, as follows:

> French 2505-2506 (numbering usually used for sophomore-level courses): French for Hotel and Restaurant Management Majors (French/HRM). A two-semester intensive introductory-level French language and culture course oriented toward the hospitality industry. 10 semester credit hours. Offered Fall/Spring. The course presumes no previous knowledge of French. Students

attend class five hours per week and spend a minimum of another hour every day studying and practicing with tapes. The course teaches the four language skills--understanding, speaking, reading, and writing--but the emphasis is on the spoken language, in both daily life and professional work situations. French 2505-2506 is designed to prepare students for a 10-week practicum in France during the summer immediately following completion of the second semester of the course; during this period, work with pay in a hotel and/or in a restaurant in France will be made available to qualified students.

| Course Content: | Fall | Spring |
|---|---|---|
| Language Structure | 65% | 35% |
| Daily life situations, culture, civilization | 25% | 25% |
| Professional work situations | 10% | 40% |

The next step was to choose some basic course materials. By now, we have experimented with two first-year grammar books, both of which emphasize the early acquisition of speaking skills. As do most modern textbooks, these two assume an eventual visit to France and therefore include much cultural material that suits our purposes. Examples are greetings appropriate for different occasions, the appropriate use of the formal and familiar second person pronoun, the geography of France and Europe, telling time by using the 24-hour clock, public transportation and communication systems, asking and giving directions, shopping and personal possessions, foods, restaurants, hotels, sports and entertainment, household objects, banking, chores and obligations. In addition to a grammar text we use a reader, beginning in about the fourth week, which expands on the cultural material introduced in the grammar; and from about the twentieth week we add an intermediate-level course book in French for the hotel and tourist business.[2]

The Fall 1981 semester began with 29 students enrolled in the new French/HRM course. Just over half were international students--from Peru, Colombia, Mexico, Puerto Rico, Nigeria, Tanzania, Turkey, and Jordan. About 80% of the class had had some introduction to French: a year or two in high school, a semester in college, a course or so at the Alliance Française. A few had gone to French schools as children, in France or in other countries. But the course announcement had specified that no prior knowledge of French was required, and indeed for half a dozen this was their first course in French. In the two ensuing years, with 15 students enrolling in Fall 1982 and 40 in Fall 1983, the number of international students has declined and the percentage of students with little or no knowledge of French has increased. However, we planned in the beginning and are continuing to plan for a wide disparity in levels in French, among students who all expect to be able to profit from a work experience in France after only one academic year of this course.

This situation has allowed us to argue successfully for special staffing of the teaching. In the first year I was assisted by two experienced graduate teaching fellows. Each was assigned half the group for two of the five weekly hours. Presently another full-time faculty member and I are team-teaching the course. Both patterns have given the students more than one voice to imitate and comprehend, and we believe that some combination of double or triple staffing is vital to the rapid language acquisition necessary in this program.

In terms of the French courses regularly taught at the college level, the French/HRM course, as it has gradually evolved, constitutes the usual first-year presentation of the complete grammar (save the literary tenses), plus a grammar review in the manner of a third-semester college course. To do this in one year, we spend approximately 6 months on the introductory-level course and 3 months on the second cycle. The second cycle, reviewing, refining, and expanding on the grammar of the first cycle, is based entirely on professional situations which the students will face in the various departments of hotels: the switchboard, the reception and reservations desk, the concierge desk, the cashier's desk, the restaurant, the bar, the stockroom, the housekeeping department.

Informal evaluations of the achievement level of the French/HRM students compared to the achievement level of our other first-year students at any given moment of the year indicate that the HRM course advances students more rapidly than the regular courses. The HRM students take the College Board French Achievement Test (reading and listening) in the September in which they begin the course, again in April, and a third time in the September following the traineeship in France. So far, we have no test results from the regular courses to compare with the College Board scores of the HRM course. We can, however, compare the HRM scores with the scores of students who take the College Board test for placement purposes in our regular courses. To enroll in the second semester of the regular courses we arbitrarily require a College Board score of 410 (out of a possible 800), for the third semester we require 490, and for the fourth semester we require 540, although we have no recent College Board scores from on-going courses to corroborate these levels. Scores of students in the HRM course who were rank beginners in September have ranged from 490 to 650 in April, and these same students have scored from 560 to 740 at the end of the summer traineeships. The spring 1984 test was given on March 1, and the median score was 540.

To accomplish so much in such little time, we have had to eliminate certain elements currently presented in first-year courses. For example, we give only passing attention to familiar forms and informal style and vocabulary. We have reasoned that inexperienced speakers of French are ill-equipped to distinguish levels of speech, that standard speech spoken at the polite level will best serve them in communicating with their superiors and the clients of the hotel, and that slang and familiar style will come easily and naturally from contact with their peers in the course of the summer. On the other hand, rather than emphasizing the more polite inverted word order in questions, we have encouraged the use of _est-ce que_, in order to arrive at earlier fluency. Similarly, we give less time than in regular courses to problems which are basically spelling problems, such as the agreement of the past participle in compound tenses. To achieve oral comprehension and expression as soon as possible, we use English only when absolutely necessary, even from the first days of the course. We give very frequent dictation exercises, and of course we encourage the use of the tapes accompanying the course books. We have devised a number of practice situations for use in the classroom and in the language laboratory, which require students to use numbers and spell aloud. One example is giving and receiving telephone messages. Another exercise uses French given names and family names for teaching both pronunciation and spelling. We have recorded many reading selections, followed by questions; and a number of the examinations are given by recordings, always in French, of course. Toward the end of the second semester, to further sharpen the students' ability to comprehend rapid oral French, we use recorded interviews with native French speakers.[3]

All of these materials, pieced together from many sources, have played their role in the preparation of the future hotel management trainees. So has careful course planning and enthusiastic, energetic, determined teaching. But the single most important character in this three-part project is the student himself, who knows from the day he walks into class the first time that he will have duties to perform, in French, in a hotel in France, just nine months hence. It is this motivation that keeps him on the edge of his seat all year and which allows the program director to feel confident that his performance will be at least adequate and at best stellar.

Fannie Scott Howard Tapper
Department of French
University of Houston/University Park

## Notes

1. I list here some useful background material:

David Atkinson, *Hotel and Catering French* (London: Pergamon Press, 1980).

David Atkinson, *Menu French* (London: Pergamon Press, 1980).

Marcel Bourseau, *La Gestion Hôtelière* (Paris: Flammarion, 1974).

Janine Brémond and Alain Geledan, *Dictionnaire Economique et Social* (Paris: Hatier, 1981).

Michel Marcheteau et al, *Dictionnaire de l'Anglais économique & commercial* (Paris: Presses Pocket, 1980).

Ph. Mazzetti and M.-L. Francillon, *Technologie Hôtelière* (Paris: Editions Jacques Lanore, 1981).

Ph. Mazetti et al, *Technologie de Restaurant*, 2 vols. (Paris: Editions Jacques Lanore, 1982).

The following are two methods for teaching French which depart from the usual format and vocabulary:

H. Dumazeau et al, *En Français: Enseignement du français par la télévision* (Paris: Didier, 1969, with second edition underway).

Annie Monnerie, *Intercodes*, 2 vols. (Paris: Librairie Larousse, 1978).

2. The course books we have used to date are the following:

Dana Carton and Anthony Caprio, *En Français* (Boston: Heinle & Heinle Publishers, Inc., 1981).

Max Dany and Jean-Robert Laloy, *Le Français de l'Hôtellerie et du Tourisme* (Paris: Hachette, 1980).

Simone Renaud Dietiker, *Franc-Parler*, 2nd ed. (Lexington, Mass.: D. C. Heath & Co., 1980).

Paul Pimsleur and Beverly Pimsley, C'est la vie, 2nd & 3rd ed. (New York: Harcourt Brace Jovanovich, 1976 and 1982).

3. I list here two examples of interviews with native speakers.

Judith G. Frommer and Margaret C. Weitz, Femmes et Métiers: An Innovative Tape/Text Program for Intermediate and Advanced Language Courses (Cambridge, Mass.: Harvard University Modern Language Center, 1979). Includes interviews with women in 10 different kinds of work.

Collection Français de Notre Temps (Sous le patronage de l'Alliance Française: Réalisations sonores Hugues Desalle). An example from this collection is an interview with Benoîte Groult.

895

# IMPLEMENTATION STRATEGIES FOR A PROGRAM IN APPLIED FRENCH IN MAYAGUEZ, PUERTO RICO

Dra. Danielle Guely

Assistant Chairman
Departamento de Humanidades
Universidad de Puerto Rico
Mayaguez, Puerto Rico 00709

BEST COPY AVAILABLE

BEST COPY AVAILABLE

# IMPLEMENTATION STRATEGIES FOR A PROGRAM IN APPLIED FRENCH IN MAYAGUEZ, PUERTO RICO

## INTRODUCTION

The University of Puerto Rico is a State-funded public and coeducational Land Grant institution, with an islandwide total enrollment of 50,000 students. The two main campuses, besides the various 2-year and 4-year University Colleges located throughout Puerto Rico, are the University of Puerto Rico in Río Piedras, in the San Juan area, with 20,000 students, and the University of Puerto Rico in Mayagüez.

Mayagüez, a quiet seaport on the west coast of the island, is three hours by car from San Juan. Although the island is small (twice the size of Rhode Island), the two campuses are fairly independent from each other; curriculum requirements may vary from one campus to another and professors in the same field seldom get to meet, except at an occasional conference.

Mayagüez thrives on the local and American industries recently implanted in the area. Tourism has not yet been properly developed and could hardly be said to represent a source of income for the 90,000 inhabitants of the capital of Western Puerto Rico. The student population of nearly 10,000 and the presence of a University at the heart of the town are mostly responsible for its weekday bustle and downtown traffic jams and for much of its social, cultural and intellectual life.

Formerly know as the College of Agriculture and Mechanical Arts, the Mayagüez Campus is classified as a research center which

BEST COPY AVAILABLE

obtained University status in 1966 and is the only state-funded Engineering and Agriculture school on the island. The Marine Science Department with its Sea Grant Program offers a doctorate degree and ranks among the top ten in the nation.

In spite of its reputation as a technological institution, the campus' largest students enrollment is not in Engineering. Of the 10,000 students currently enrolled in Mayagüez, more than 4,000 belong to the Faculty of Arts and Sciences; the rest are divided among the various Engineering programs, the College of Business Administration, the College of Agricultural Sciences and the Division of Academic Extension.

## THE CURRENT FRENCH PROGRAM

The Humanities Department is one of thirteen departments which constitute the College of Arts and Sciences. It offers five B.A. programs: Philosophy, Plastic Art and Theory of Art, Comparative Literature and French. Besides its multi-section required basic humanities course, the department also offers a number of service courses and free electives ranging from Italian and Greek to Acting and Music Appreciation. In any given semester its list of offerings may include as many as 60 different courses, which makes administrating the department a rather complex task. Each bachellor's program is run by a coordinator who reports directly to the Chairman or his Assistant.

Since I am both the Coordinator of the French Program and the Assistant-Chairman, which to some might seem like an abuse of power, I have had over the past two or three years enough freedom of action to rething the French Program, plan for changes and start innovating. Most of all, this vantage point has enabled me to attend conferences on the mainland, learn from other and return with fresh and convincing ideas about the necessity of creating an Applied French Bachellor's Program in Mayagüez, Puerto Rico.

It is not so much the results of my investigations which I want to share; rather, I wish to help those who are interested in implementing a functional

BEST COPY AVAILABLE

French Program in their own institution, determine how to go about it. My list of hints and suggestions, along with the account of my experiences are mostly meant for the neophytes. But before starting, I must confess that this Applied French Program has not been officially implemented and that I am still in the planning stage, changing things here and there, as I deem necessary and as I go along.

The French Program was established in Mayagüez fourteen years ago. Its curriculum is modeled after the traditional literary and linguistic approach, with its load of faculty and department requirements, thirteen credits of free electives and a total of fifty credits in French. The program is presently being revised. Minor changes will involve the restructuration of the curriculum, the redescription of advanced French courses, which will become semester courses, the creation of new French courses, and the elimination of a number of elective Literature courses which are never taught for lack of time or credit space. Yet, for all its revisions, the French program will remain centered in and built around literature.

A recent survey, conducted among our French graduates, provided us with some enlighting results: of the 68 students, 90% of them female, who graduated in French over the past ten years, 30% have found a job in some ways related to French (interpretor at Fort Allen, public relations at Ramey Airbase, San Juan Airport employee, private school teacher, French beauty products salesgirl), 15% went on to get another bachellor degree in a different field, 25% (often after obtaining financial assistance or with a scholarship) have finished or are now in graduate schools, some in such prestigious institutions as Harvard, Cornell, Middlebury and the Sorbonne, 20% decided to do graduate work in other areas: International Relations, Political Science, Communications, Public Relations, Tourism Industry, Translation, Law, fields in which their proficiency in French is a potential worktool. Only a handful of them will get to teach French as a University professor. But then, only a minority of them wants to become a University professor in the first place. When asked what their plans are after graduation, my third and fourth year students, most of them from middle and upper-middle class families, frequently mention three things: graduate school, a high-paying job and traveling, assuming, perhaps with reason, that the last two are a just consequence of the first one. Their answers clearly indicate that they view their bachellor in French as a basis or a starting point for a different career.

One explanation for the small percentage of employed French teachers on the island is due to the fact that, since the early 70's, French is no longer being taught in Puerto Rican public schools; this situation leads a lot of our majors to ask themselves: "why study French?", the same way I asked myself, when offered the job eleven years ago: "Why teach French in Puerto Rico?" But then, why teach French at all anywhere? Unfortunately, an academic curriculum today is subject to the law of supply and demand; hence, its survival and popularity will benefit from a little knowledge of marketing: if the demand is not there, one must create it.

## THE APPLIED FRENCH PROGRAM

Faced with a decreasing enrollment, our top priority has been to save the existing program by offering an alternative to literature.

An opinion poll conducted among majors and non-majors last semester indicated a strong support on the part of students in general for the creation of Business French courses and the implementation of an Applied French Program. French majors, needless to say, unanimously backed up the project. 60% of the non-majors answered that they would be willing to switch to Applied French, particularly students from Secretarial Science, Political Science, English, Accounting, Business Administration, Psychology, Economics, History. Even students in Nursing, Pre-med, Biology, Chemistry, Mathematics, Agronomy,

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Civil, Industrial and Mechanical Engineering expressed a strong interest for the program.

As baffling or inaccurate as the results might be, these figures suggest that students today are eager to give an international flavor to their field of study, learn a functional foreign language and enrich themselves culturally while being trained as professionals. In any case, I prefer this explanation to considering the possibility that the students who answered the poll did not understand it, nor grasp the implications of the program's objectives.

What is the Applied French Program? It is simply a double major, meant for the French students who wish to acquire additional training in a field of their own choice. The faculty requirements remain unchanged. In French, the litterature courses and the seminar are eliminated and replaced by two business French courses and a translation course. The number of credits in French is reduced to 39;[1] department requirements of 6 credits each in Latin, Philosophy and another foreign language are dropped; the number of free electives is lowered to 12; this leaves the student with 32 credits which he can take in one particular area. The total number of credits for the four years jumps from 137 to 139. The six credits of Recommended Electives in French are maintained (and accounted for in the 39), so that students may take French phonetics or any functional French course (technical or scientific French) that will be created in the future according to students' demand.

Originally it was thought that only students in French, or in Secretarial Science would choose the Applied French option, but, after studying the poll's results, we think that it will attract students with various interests, as they become aware of the financial advantages that proficiency in one or more foreign language offers: the American Government gives pay incentives to

---

[1] See detailed programs at the end of the article.

BEST COPY AVAILABLE

its bilingual and multilingual officials; even the French Government has become reluctant to give scholarships to Literature students, so they can write yet "another doctoral thesis on Proust",[2] but it offers generous scholarships to Science majors, especially the Bourse Lavoisier for engineers and the Bourse Chateaubriand for medical students, which so far have attracted the attention of two Mayagüez students.

## PROGRAM'S POSITIVE POINTS

Before going into the list of planning hints, I would like to mention the positive points of the program, which, in my opinion, justify and will facilitate its implementation.

First, besides enjoying the students' support, the project is also favored by the Administration.

Second, it will take full advantage of the existing University resources, in term of its academic offerings.

Third, linguistically speaking, Puerto Rican students are bilingual, since they are constantly exposed to a second language; as I have been able to witness over the years, they have, because of this exposition, a greater facility to learn a foreign language than their American counterparts. Ideally, students majoring in Applied French will become multilingual professionals.

Fourth, Academically speaking, the program's standards are not lowered, since the literature approach is maintained.

Fifth, this is the only program of its kind on the island and, although

---

[2] To quote Jack Batho, who paid an official visit to our campus in November 1983, to meet with the Chancellor and the French professors. He was then on a special mission as the Attaché Culturel in New Orleans; he has since been transferred to Paris where he heads the AUPELF'S European Office.

BEST COPY AVAILABLE

902

Mayagüez is not competing with the Río Piedras campus, which also offers a bachellor in French Literature, it is good policy to innovate and avoid duplication when the proposal is being considered by the Central Administration.

Sixth, the program fits in with Reagan's political stand on the Caribbean Basin and could benefit from it. French is the official language of a good number of countries and territories on this side of the Northern Hemisphere: Quebec, Haiti, Martinique, Guadeloupe, French Guiana and a few lesser islands; economical, cultural, geographical and touristic ties do exist between these countries and Puerto Rico.

Seventh, economically speaking, Puerto Rico, with its tax exemption program, has been attracting foreign companies to the island. The program, which includes a production worker payroll deduction, deduction of the first $100,000 of profit, extension and reduced tollgate taxes and special incentives for specific sectors of the economy, is planning to attract more and more foreign business to the island. Fomento, the Puerto Rican Industrial Development Company and Economic Development Administration, has been highly successful in its efforts to target dynamic industries and the island has become the first technology center in the Caribbean Basin. In addition, the Foreign Trade Program, created in 1964, tries to promote Puerto Rican exports to various world markets, offers its services and organizes trade missions to such places as Martinique, Haiti, Canada and Guadeloupe, among others.[3]

Identification of the various French-speaking firms established throughout the Caribbean belongs to the program's planning strategies and its list has not been fully determined, because this involves the help of a consultant. Efforts are being made to obtain a grant to that effect. Once identified, the firms will be contacted and asked if they are willing to help, by first, hiring our graduates and setting up internship programs, and second, providing the necessary funds for the program's development and evaluation.

---

[3] See Puerto Rico Industrial and Commercial Catalog, 1982, pp. 15-21.

Eighth, the College of Business Administration in Mayagüez has just received a $35,000 grant from the Department of Education's Title VI, to internationalize the Business Curriculum and the grant's recipient has already contacted and asked us to create a basic French course for Business majors. Common interests and goals are bringing the Humanities Department and the Business Faculty a little closer and interdependence will be emphasized.

Last but not least, the program's implementation does not require any major funding. Even without a consultant's expertise and the industries' help, the proposal, once submitted, has a good chance of being approved by the Central Administration, if only because the Mayagüez campus' Chancellor and the Dean of Arts and Science both favor the idea.

## THE PROGRAM'S PLANNING HINTS

Based on my experience and the research I have been doing over the past two years, follows a list of suggestions, recommendations and planning hints.

Part of the research involved in planning a new program consists in attending conferences. Luckily Business French is becoming increasingly popular. This summer, for the first time, the Universities of Nice and Toulon have included courses in Français Economique at Commercial as part of their programs. Faculty seminars, retooling workshops and conferences are likewise becoming a trend in the United States. Conferences provide the researcher with a wealth of information, useful contacts and new ideas. It was at EMU last year that I decided to create an exchange program between the University of Nancy and the Mayagüez campus, after hearing Victor Drescher and Foster Jones from Indiana University of Pennsylvania describe their own exchange program with Nancy. I am from Nancy, and, as it turned out, the person in charge of International Relations at the President's office is a former

BEST COPY AVAILABLE

BEST COPY AVAILABLE

university companion. The contract between both universities is now waiting for approval in the Chancellor's office.

An exchange program with a foreign institution is a strong component of an efficient foreign language program. Although the exchange with Nancy is essentially in the area of French Language and Literature, as more students join the Applied French option, their program in Nancy could include courses at the Institut Commercial, provided they have achieved the proper language proficiency.

Creating courses in Business French is the indispensable first step in the program's implementation. We are now offering two Business French courses: a second year and a third year course. Teaching a Business French course for the first time when you have been teaching literature for fifteen years can be quite a challenge. I am relying this semester on Fontenilles and Heimerdinger's La Vie des affaires and make extensive use of the CCIP's Bulletin de liaison, as a source of information and supplementary reading. In addition, we use the tapes which accompany Cresson's Le Francais Commercial, for oral comprehension, and read selected news articles from Paris-Match or Le Journal Francais d'Amérique. My six students are proud to have mastered the art of writing resumes and business letters.

The one difficulty I have had to deal with is the use of English as a linguistic go-between and mode of reference. Lack of a French-Spanish Business dictionary (not a single entry under that title is found in the Dictionary Catalogue) has led me to start writing my own trilingual functional Dictionary. Puerto Rican bilingualism adds to the frustration, for "Spanglish" is a real threat to language professors. People commonly talk about "un resume, un MBA, el issue, el income-tax" or "el grant". Not only does one have to be fluent and knowledgeable in Business French terminology, one must also know its English and Spanish equivalents. Retooling is a necessity and I am impatiently waiting to go to the Paris Chamber of Commerce this summer, to learn what I have been teaching, and, hopefully, solve some of the difficulties encountered in the chapter on Accounting (La comptabilité) and grasp the full meaning of the "balance sheet" (le bilan) and "the income statement" (le compte de résultat).

Retooling can be done in various ways. In the U.S., Purdue University sponsors every summer a four-day seminar on Business French. In France, there are several options: Lyon's Sup de Co in July, the CCIP in June and July and Vichy's Centre Audio-visuel de Langues Modernes.

If you must inform or convince your dean as to the relevancy of your project, it is a good idea to invite a professor, well known for his publication in the field, to come and give a conference on the theme of Business French. Last November, Dr. Mustapha Benouis, the author of Le Francais économique et commercial, was the guest speaker of our annual Semaine Française. His talk on "French for Specific Purposes: the Case of Hawaii" was a fruitful experience for our dean. If you must convince your colleagues, a little lobbying might be necessary, because a faculty's resistance to change is a normal reaction. Some professors may be altogether opposed to your project. Fortunately, we haven't had these problems.

Planning your graduates' future is a good strategy. Once again, it was at EMU's conference last year that the idea came about, after meeting with Dr. Mahmoud Salem, Fairleigh Dickinson University International MBA Program Director, formerly a faculty member at the Mayagüez College of Business Administration and a friend of mine. Our conversation led to the possibility of sending our outstanding graduates do an MBA at Fairleigh Dickinson, on a preferential basis.

Personal contact is an important part of the planning. Meeting influential people and letting them know what you are doing is advisable, or contacting helpful institutions such as the French Consulate, your local Alliance

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Française, the Paris Chamber of Commerce, The National Council on Foreign Languages and International Studies, the French Conseiller Culturel, the AUPELF (Association des Universités de Langue Francaise). This last organization can help fund Exchange Programs and implement new courses. Retooling scholarships for American professors are available through the French Embassy.

One last recommendation: to motivate students, prepare them for the Certificat d'Etudes Pratique of the Paris Chamber of Commerce and create an examination center in your institution. This way you can teach your course with the Certificat in mind. Two semesters of Business French, a subscription to a French Business magazine and ample use of the Bulletin de Liaison will assure your students success at the exam.

CONCLUDING REMARKS

So far, funding has not been a problem. Between the few conferences I attended on the mainland and the money spent on our guest speaker from Hawaii, the University has invested less than $4,000. Some bilingual and specialized dictionaries and reference material must still be purchased and money has to be spent on propaganda for the Business French courses, the Applied French option and the Exchange Program.

Few difficulties have arisen; quite the opposite: everyone I talk to seem to like the project. There are only two minor drawbacks; which can be summed up in one word: the time factor. I have been doing the research, the planning and the writing myself and therefore things have progressed slowly. Furthermore, the program's final implementation because of administrative redtape, might be delayed up to three years.

However, far from being discouraged, I am confident that, once implemented, the program will be successful and will not only save the existing French program but also increase enrollment in French in general. I became even more confident about its future after hearing the concluding remarks of

Dr. Stephen Saxon, the Chairman of the MIT Corporation, who gave a lecture in Mayagüez last February. Addressing an audience composed of students and professors from the various colleges and presided by the Chancellor of the University and the Dean of Studies, Dr. Saxon, a known phycisist, in a conference entitled: "American Universities: a look ahead", made the following recommendation: in order to put an end to worldwide xenophobia, it is imperative that American Universities reinstate required foreign language courses and establish students exchange programs with foreign universities, for, only through international understanding and mutual efforts, will the world be able in the future to achieve greater technological and scientific progress. His words came quite appropriately. Let us hope they reached everyone.

EATON'S
CORRASABLE
BOND
U.S.A.
BERKSHIRE
25% COTTON FIBER

BEST COPY AVAILABLE

BEST COPY AVAILABLE

## CURRICULUM DESCRIPTION

| Current French Language and Literature Program | | Applied French Program proposal | |
|---|---|---|---|
| FACULTY REQUIREMENTS | CREDITS | FACULTY REQUIREMENTS | CREDITS |
| Biology | 6 | | 6 |
| Humanities | 6 | ) | 6 |
| Social Sciences | 6 | ) | 6 |
| English | 12 | ) unchanged | 12 |
| Spanish | 12 | ) | 12 |
| Math | 6 | ) | 6 |
| Physics, or Geology or Chem. | 6 | | 6 |
| Physical Education | 2 | | 2 |
| | 56 | | 56 |
| DEPARTMENT REQUIREMENTS | | DEPARTMENT REQUIREMENTS | |
| Philosophy | 6 | ) | |
| Latin | 6 | ) | |
| Other Foreign Language | 6 | ) | |
| | 18 | | |
| FRENCH REQUIREMENTS | | FRENCH REQUIREMENTS | |
| Basic | 6 | ) | 6 |
| Intermediate | 6 | ) | 6 |
| Composition | 3 | ) unchanged | 3 |
| Conversation II | 3 | ) | 3 |
| Culture and Civilization | 6 | ) | 6 |
| Recommended Electives | 6 | | 6 |
| Phonetics | 3 | ) | |
| Conversation I | 3 | ) eliminated | |
| Literature I and II | 6 | ) | |
| Literature III and IV | 6 | ) | |
| Thesis Seminar | 2 | | |
| | 50 | New Courses: | |
| | | Business French I | 3 |
| | | Business French II | 3 |
| | | Translation | 3 |
| | | | 39 |
| FREE ELECTIVES | 13 | FREE ELECTIVES | 12 |
| | | CREDITS AVAILABLE FOR DOUBLE MAJOR | 32 |
| Total credits | 137 | | 139 |

909

# TEACHING BUSINESS FRENCH:
# A SURVEY OF CANADIAN AND FRENCH INSTITUTIONS

Daniel Lepetit

Department of French Language & Literature
University of Windsor
Ontario N9B 3P4 Canada

BEST COPY AVAILABLE

910

D. Lepetit
University of Windsor

# TEACHING BUSINESS FRENCH: a survey of Canadian and French Institutions.

For many years, and for various reasons we have noticed that more and more universities offer programs in language for special purposes and notably programs in Business French.

The originality of these functional approaches is partly due to the fact that the pedagogical purpose is based on an analysis of needs which can be well defined. This analysis can also concern itself with a specific audience. In other words, the preliminary question as to the establishment of a French Business course is the following: which speech acts is the learner induced to produce and interpret; in which communication situation is he induced to do it; what roles must he play and with what types of speakers.

Regarding this, P.F. Cholakian (1981) had conducted an informal survey to determine which foreign skills potential employees would consider most valuable. All who responded agreed that overall skill in comprehending and communicating are far more important than the mastery of technical vocabulary or commercial procedures. The survey confirmed the instructor's conviction that the course must introduce some new ways of getting students to use the language in the classroom.

In this respect, the London Chamber of Commerce and Industry, as the result of an inquiry, ended up by classifying in order of importance, 21 activities of language corresponding to the communication situations in which the learner must exercise his communication skills and his aptitude to produce adequate conversational unities in a given situation.

Once the course objectives are set, he must be given linguistic contents which is to be the subject matter of the learning process.

There are three types of approaches which permit the classification of linguistic items in teaching:

1 - linguistic analysis of item frequencies

Attention must be called to all items which are the result of the systematic analysis of a given body in order to extract a certain number of words - vocabulary, lexico-syntactic constructions, grammatical words - according to frequency, dispersion and distribution.

2 - discourse analysis

It would appear that a homogeneous language for a specialized, given section, does not exist but there does exist certain types of discourse organized in various ways by combinations of words carrying a sense of which the relation is based on rules of syntactical and semantic coherence (rules of coherence of a text). Formal elements which manifest these different aspects must be located. Here, for example M. Darot (1980) studied the elements which permit the articulation of a demonstration in mathematics. Nevertheless, much remains to be done in this domain.

## 3 - notional analysis

This involves relating concepts or notions presented in a sector of activity, to the combination of susceptible linguistic forms and then establish correspondances in a given language. This approach is applied especially in different scientific domains (eg: geology).

We must acknowledge that the precise determination of possible language activities is absolutely necessary in situations of communication where the learner has to exercise the foreign language he has acquired. This remains a slow and empirical operation: given the growing importance of the intentions of communication, speech acts and taking into account that the linguistic characterizations of these different phenomena remains insufficient, and that the analysis of discourse and of pragmatics still have much to discover and much to prove.

We must not forget the problems involved in completely mastering a language. The learner must integrate a system of rules allowing him to produce or to understand the unities of discourse. In order to be able to do that the student must learn a particular linguistic system. The objective of teaching is to first expose the learner to a maximum of samples of the foreign language, then to help him structure this data in organizing his presentation and to encourage him by proposing that he act out a variety of activities. To do this, one must appeal to the techniques of creativity, to techniques of simulation methods, and to group efforts which would integrate supplementary exercises of recomposition, narration, contraction, description, expression...

All the difficulties in the organization of the teaching of a language and functional orientation lie in the necessity and the difficulty of translating the objectives of learning within the limitations of language. Often, for lack of a global perspective, many courses of functional orientation are more or less, arbitrary assemblements of documents and exercises that are unified only by a specialized subject.

Many institutions in Canada, as well as in France have made considerable efforts in developing a curriculum in Business French. In this regard, we must note that there exists a great dispersion of effort; work done by one person is repeated by another person. This is regrettable. It seems proper to us, therefore, to group together a certain amount of information with existing practices. Our purpose will be fulfilled if this information corrects this dispersion of efforts and if it promotes even more profitable inter-relations between the different research in Business French.

To do this, we have drawn up and circulated a questionnaire dealing with the different linguistic approaches and the diverse pedagogical techniques employed in various French and Canadian institutions which offer a program in Business French.

It would be fastidious to try and present all the data gathered in one report. We hope we will be able to publish these results in the near future.

# LE FRANCAIS LANGUE DES AFFAIRES

NOM ET ADRESSE DE L'INSTITUTION

Titre du (des) cours offerts en français des affaires:
1)
2)
Durée du (des) cours; cours d'été, d'automne, cours intensif:
1)
2)

Le(s) cours s'adresse(nt) à des étudiants de quel niveau en français?

Faut-il avoir une formation dans le domaine des affaires pour suivre ce(s) cours?

Objet du cours:

S'agit-il d'un cours de correspondance commerciale?

S'agit-il d'un cours de traduction commerciale?

Les étudiants utilisent-ils un manuel de français langue des affaires? Si oui, lequel?

Veuillez indiquer la liste des thèmes qui sont traités dans ce cours - ex: les transports, le marché commun, les douanes...

Exercices
Très fréquents — très peu d'exercices

Importance accordée à.
(Veuillez encercler le chiffre correspondant à votre réponse)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. la pratique de simulations | cours 1- | 1 | 2 | 3 | 4 | 5 |
| | cours 2- | 1 | 2 | 3 | 4 | 5 |
| 2. l'apprentissage du lexique | cours 1- | 1 | 2 | 3 | 4 | 5 |
| | cours 2- | 1 | 2 | 3 | 4 | 5 |
| 3. la compréhension orale | cours 1- | 1 | 2 | 3 | 4 | 5 |
| | cours 2- | 1 | 2 | 3 | 4 | 5 |
| 4. la pratique de jeux de rôles | cours 1- | 1 | 2 | 3 | 4 | 5 |
| | cours 2- | 1 | 2 | 3 | 4 | 5 |
| 5. l'acquisition de la grammaire | cours 1- | 1 | 2 | 3 | 4 | 5 |
| | cours 2- | 1 | 2 | 3 | 4 | 5 |
| 6. l'expression orale | cours 1- | 1 | 2 | 3 | 4 | 5 |
| | cours 2- | 1 | 2 | 3 | 4 | 5 |
| 7. la lecture de documents | cours 1- | 1 | 2 | 3 | 4 | 5 |
| | cours 2- | 1 | 2 | 3 | 4 | 5 |
| 8. la rédaction de lettres, de rapports | cours 1- | 1 | 2 | 3 | 4 | 5 |
| | cours 2- | 1 | 2 | 3 | 4 | 5 |
| 9. la traduction | cours 1- | 1 | 2 | 3 | 4 | 5 |
| | cours 2- | 1 | 2 | 3 | 4 | 5 |
| 10. des activités telles que l'argumentation, la négociation | cours 1- | 1 | 2 | 3 | 4 | 5 |
| | cours 2- | 1 | 2 | 3 | 4 | 5 |
| 11. initiation à la vie des entreprises et au monde économique | cours 1- | 1 | 2 | 3 | 4 | 5 |
| | cours 2- | 1 | 2 | 3 | 4 | 5 |
| 12. l'utilisation de documents authentique écrits | cours 1- | 1 | 2 | 3 | 4 | 5 |
| | cours 2- | 1 | 2 | 3 | 4 | 5 |
| 13. l'utilisation de documents sonores authentiques | cours 1- | 1 | 2 | 3 | 4 | 5 |
| | cours 2- | 1 | 2 | 3 | 4 | 5 |
| 14. l'utilisation de documents visuels authentiques | cours 1- | 1 | 2 | 3 | 4 | 5 |
| | cours 2- | 1 | 2 | 3 | 4 | 5 |
| 15. la civilisation ("culturel") | cours 1- | 1 | 2 | 3 | 4 | 5 |
| | cours 2- | 1 | 2 | 3 | 4 | 5 |

Le cours est-il constitué de modules interdépendants? quels critères président à leur élaboration?

Utilisez-vous des documents authentiques? Veuillez préciser leur nature et leur origine (oral, écrit, visuel....)

Quels critères président au choix de ces documents?

COMMENTAIRES:

# THE IMPLEMENTATION OF A COURSE IN BUSINESS FRENCH

Gerald Herman

Department of French and Italian
University of California, Davis
Davis, California 95616

BEST COPY AVAILABLE

# THE IMPLEMENTATION OF A COURSE IN BUSINESS FRENCH

## I. Statistics

French 106, entitled "French in Business and the Professions", was first offered by the French and Italian department at the University of California at Davis during Winter Quarter of 1982, with an enrollment of 16 students. It has subsequently been offered in Fall Quarter 1982, with an enrollment of 25 students, and most recently in Fall Quarter 1983, with an enrollment of 29. These figures may perhaps seem modest, particularly when compared to enrollment figures in some of the natural or social sciences, or with Freshman English, but for a medium-sized language department, they are quite significant. French 106 currently has one of the highest upper-division enrollments in this department.

The prerequisites for this course are approximately two and one-half years of basic and intermediate French, plus one upper-division course in English to French translation. As nearly all other departmental offerings, French 106 is taught entirely in French. The course provides four units of credit, and meets three hours a week for a period of approximately ten weeks. It is not a specific requirement for the French major, but may be used as an elective toward either the language or the literature track. Considering this fact, the relatively high enrollment takes on special significance.

## II. History of the Course

I first proposed the idea of a course in Commercial French to this department about four years ago (1980), in an effort to meet the demands of undergraduate French majors as well as to boost enrollment at the upper-division level. As undergraduate advisor in the French department at Davis, I had for years heard students voice their concern over the "practical" value of a language major. With the systematic decline in opportunities for teaching at the elementary and secondary levels, once the prime outlet for anyone holding a Bachelor's degree in a foreign language, students began seriously to ponder the wisdom of majoring in foreign languages, or for that matter in a number of other humanistic disciplines. In my contacts with undergraduates, the question "What else can I do with a French major besides teach?" came up time and again. In response to this general trend, our department began to place greater emphasis, via publicity, student/advisor communication, course offerings, etc., on the non-teaching opportunities available to a French major. If one excepts careers or positions in the diplomatic field, or in such programs as the Peace Corps, the majority of such opportunities were to be found in the area broadly defined as "business", which could include import-export firms, large corporations with branches overseas, airlines, and many others. The department's response to changing demands and needs is also reflected in its decision to switch from the tradition language/literature single major to a dual-track major in either literature or language and civilization. Initially, the language/civilization major included, besides the preparatory lower-division courses in grammar and composition, advanced courses in translation, composition, history of the language, government and civilization, and stylistics. There was no course in commercial French, nor any course that dealt, even remotely, with the relatively complex art of letter-writing.

The students who came to discuss their course programs or career plans with me, as well as those who had already graduated from Davis with a degree in French, would often tell me how much they would like, or would have liked, a course in "applied" French, one that would be of use to them in their everyday, practical needs, should they find themselves in France or in a French-speaking country. They wanted to be able to utilize their knowledge of the French language in banking activities, in communications, in their dealings with government agencies or academic institutions. Mostly, they wanted to be able to correspond with clarity, i.e., without seeming so obviously "American". With time, I became ever more convinced of the need in our curriculum for a practical course of this nature, a course that would not only deal with the art of proper correspondence but that would also explore the vocabulary and forms of expression pertinent to the worlds of banking, of government, of transportation, of the stock market, and so on. I had seen Business French courses in several university catalogs, therefore the idea of a similar course for the Davis campus did not seem too far-fetched.

When the proposal was first made to the department faculty, it met with mixed reaction. There were those who saw a course in Commercial French as a step in the right direction, as a response to student desire and a broadening of our curriculum. There was opposition too, on ideological grounds, from those who viewed Commercial French as something sub-academic in quality, not suitable for a university program but rather to the night-school, or adult school curriculum.[1] The proposal was approved nonetheless, and the current high enrollment as well as the nationwide proliferation of foreign-language business courses have more than justified the decision.

## III. Structure of the Course

As indicated earlier, the course lasts an average of ten weeks, with three contact hours per week. During this period, I find that I can cover a maximum of four topics, or areas. These are correspondence, banking, communications, and marketing, the last of these being the most intensive and perhaps the most stimulating, from the student's point of view. These four categories were chosen as most relevant to the potential needs of the average student. The latter is far more likely, in his travels abroad, to have dealings with a bank or with the post office than to become involved in the stock market. It would be very rewarding, for both instructor and students, to explore such fields as agriculture, insurance, customs, to mention but a few, for they all have their place in a course in Commercial French, but this would require the expansion of French 106 into a two or three-course series, an unlikely possibility at present.

The first part of the course, entitled Correspondence, introduces the student to the art of letter-writing in French, and its many nuances. This section is of foremost importance inasmuch as all assignments throughout the course will take the form of business letters. Approximately two weeks are spent studying a variety of business letters, both French and English, with a focus on stylistic differences. During this initial phase, the students are given mimeographed handouts (see appendices) dealing with syllabification, forms of salutation and closing of letters, epistolary formulae, and a vocabulary list containing correspondence and office terms. They are expected to learn this vocabulary material and will be tested on it. Much of the class time is spent transposing a variety of English business letters into their correct French equivalents. Gradually, the students become aware that such factors as age, sex, position, etc., play an important part in the choice of salutation or closing in the French business letter. Homework assignments during this early segment of the course are not as numerous as they will be later, once a basic discipline in writing has been acquired. Nonetheless, students are asked to try their hand at writing a series of letters dealing with hypothetical situations. One assignment that I often give to my class at this stage consists of a set of three letters. The first is to a firm in France for the purpose of seeking employment. The letter, as nearly all of the other assignments, must be typewritten, neat, carefully constructed, and must be accompanied by a properly addressed envelope. To their job application, the students must add a "Curriculum Vitae", which they are shown how to prepare in class. The second letter, more familiar in tone and therefore to be handwritten, is addressed to relatives or friends living in the same town in which the aforementioned firm is located, informing them of the job application. The last in this series of letters is the reply from the firm, on formal letterhead stationery, informing the candidate that the position for which he applied is no longer available. At the end of this first section of the course, there is a short quiz to test knowledge of vocabulary.

Once the student has developed a familiarity, through practice, with the fundamentals of French business correspondence, the course enters its second phase. The skills learned will now be put to practice in a variety of domains, the first of these being banking. This is perhaps the most relevant, or useful, part of the course, as my students have pointed out, for invariably a person who travels abroad will have monetary dealings of one form or another during his stay. As before, a vocabulary list of banking terms and expressions is distributed, which the student is expected to learn and use in his correspondence. This vocabulary is discussed in class, explained, and used in context so that through repetition it becomes familiar. On occasion, several members of the class may take parts in little dramatizations, as it were. One student, for instance, may be an applicant for a loan, another the banker, and a third a teller at the window. Such little skits help ensure against monotony and also reinforce the vocabulary in a more vivid manner. Time permitting, the students also have the opportunity to fill out deposit and withdrawal slips, loan applications, requests for transfer of funds, and even to prepare monthly account statements. The slips or forms that are used are xeroxed and distributed in class. The homework for this two-week period consists of from four to six letters having to do with banking activities. Here are a few sample assignments:

> A letter from America to a French bank requesting information about the bank's services. The writer has inherited a sum of money and wishes to invest it wisely.
>
> The reply to the above (on formal letterhead stationery, which the students may design according to their imagination) by the manager of the French bank, detailing the various types of accounts available, the interest rates, and many services available to clients. The preparation of a publicity brochure listing all of the bank's services is optional.
>
> A letter to a bank by an irate client who has just been informed that his loan application has been refused.
>
> The reply to this letter by a bank officer, informing the client of the reasons for the refusal of the loan and suggesting other avenues.
>
> A letter from bank to client informing him/her of an overdrawn account and asking for immediate deposit of funds to cover the overdraft. The bank's plan for overdraft protection may also be described in this letter.

The section on banking closes with a vocabulary examination. Students are asked to use the banking terms and expressions they have learned in a variety of fill-in sentences.

The third part of the course, generally briefer than the preceding, has to do with communications, specifically the post-office and telephone. Again, a vocabulary list is distributed. Classroom discussion covers nearly every aspect of postal and telephonic communication from such mundane matters as sending a letter or placing a telephone call to more complex ones such as requesting a transfer of funds from a postal checking to savings account, or placing an overseas conference call. The differences in structure and function between the French Postes et Telecommunications and our own Postal Service are also examined. As with banking, classwork also involves acting out situations. Students may take turns playing the role of postal clerk or telephone operator dealing with the problems of a client. Homework assignments, as always, consist of a series of letters on a variety of topics, as for example:

> A letter to the post office requesting information concerning the opening of a savings/checking account or the rental of a post-office box.
>
> The reply to this letter, listing all of the services available to the client.
>
> A letter to the P.T. requesting the establishment of telephone service, or complaining about an error in the latest telephone billing, etc.
>
> An apologetic or explanatory reply to the preceding.

A vocabulary examination, similar in format to earlier ones, brings this section of the course to a close.

The last part of the course and, as indicated before, perhaps the most interesting from the student's point of view, deals with marketing, the opening of a private business. A relatively lengthy vocabulary list is, once again, handed out to the class. Earlier in the course, the students had been asked to think of a product that they might like to invent, create, or develop, or a service that they might be interested in launching. This product or service could be something entirely new on the market, or an improvement or modification of an already existing item. It should be something that they could be prepared to discuss knowledgeably and in detail and should reflect a genuine

925

personal interest. It was made clear to the students that once they had made their choice of a particular product, they were to remain with that choice for the rest of the course. The products in question may range from the very practical or commonplace to the utterly frivolous or most imaginative. In past courses, I have had such products "commercialized" in class as snow tires for bicycles, 24-hour dial watches, dual umbrellas that attach to bicycle handlebars, smoke-absorbing ashtrays, a combination radio and steam iron, a rotating electric fork for pasta, anti-flea pet vitamins, as well as such services as sightseeing tours, home-delivery French pastries, and many more.

The assignments for this section of the course follow a relatively rigid or fixed plan, but within that framework the students are free to use their imagination. First, a letter is to be written to a specialist or authority in the particular field, describing the proposed product or invention, and asking for critical advice. Students are expected to describe their product in general terms, as they will have an opportunity later to enter into detail. The second assignment is the reply to the preceding letter, with an encouraging tone. The writer may enthusiastically endorse the proposed product, or, depending upon the student's whim, offer constructive advice or suggest modifications in the product. The writer will also suggest that the "inventor" contact a specific publicity agency for the purpose of organizing a publicity campaign. The third letter will be addressed to the said publicity agency and ask for information, rates, options, etc., while at the same time providing a general description of the product. The fourth assignment is the reply of the agency (a brochure detailing services and rates is optional) outlining an appropriate publicity campaign, and giving detailed information regarding costs and methods.

The fifth assigment is by far the most amusing for the student, and the one that I, as the instructor, also enjoy the most. The students will now assume that they are a commercial artist at the publicity agency, and they will prepare a centerfold publicity brochure, scheduled to appear in a national magazine. Artwork, color, catch phrases or slogans, are all important factors in this assignment. I am always surprised at the artistic talent and imagination displayed by my students at this point. The grading of this assignment is particularly difficult, especially if it is obvious that much time and effort has been spent by the student in its preparation. Nonetheless, the criteria that I apply here have to do with the effectiveness and appeal of the advertisement. Would the graphics or words and slogans catch my attention, were I to be leafing through the magazine?

Just prior to the "launching" of the product, a letter is sent to a group of selected retailers, distributors, and other interested parties, inviting them to come to a lecture/discussion/demonstration of the new product. The letter is to specify time, place, and conditions. The next assignment is an oral one. It is the actual public discussion mentioned in the preceding letter. Each student in the class is given a maximum of five minutes to "sell" his or her product to the audience (the rest of the class), which may include not only interested buyers but also hostile competitors who usually ask irritating questions. I often take that role. The speaker may use two to three minutes praising the virtues of his products, then must open the floor to questions, which may be general as well as quite technical. This is almost always a "fun" assignment. Grading is based on the degree of success with which the speaker sells or defends his product.

The next two assignments are a letter from a client who has heard of the merits of the products and who wishes to order a certain number or quantity of this item, and the reply letter indicating that the merchandise has been shipped (or is out of stock and to be shipped at a later date). The second letter must

927

be accompanied by a numbered invoice, of the student's making, listing the quantity ordered, the unit and total prices, and all pertinent taxes and shipping or handling charges. A commercial discount may be given to the customer if the purchase is a sizeable one. Terms of payment must also be specified on this invoice. Two more assignments and a vocabulary test on marketing bring this section of the course, and the course itself, to a close. In the first letter, a client complains of a problem or error regarding the goods that were shipped to him, whether it is a question of damaged merchandise or of incorrect billing. The last letter is an apologetic reply by the firm, offering explanations for the error and suggesting appropriate adjustments. A total of approxamitely ten letters are thus devoted to the marketing section of the course, for a grand total of twenty to twenty-two letters. By the end of the quarter, the very least that the students have learned is how to write a proper business letter in French.

## IV. Texts

Finding an adequate text for the course has been a persistent problem thus far, not only because of the technicality of most available texts but also because of the level of ability of the students. The average third or fourth-year language student still experiences some degree of difficulty when it comes to expressing himself in a foreign tongue. Problems of grammar and syntax that still generally occur at this point would seem to preclude the use, for classroom purposes, of a text or manual in French of a too technical nature. The fact, also, that the typical commercial French text covers a vast variety of fields or topics, from the stock market to insurance to real estate, makes it impractical, and too costly an investment for the student, when only four areas are to be dealt with in class. For a two or three-quarter course sequence, such a text would be much more suitable.

When I first taught the course, I made my students acquire Le Français Commercial, by Mauger and Charon, a two volume (Manuel/Texte d'Etude) set published by Larousse. While a fine reference text, it proved to be infinitely too technical for the average student. The second time, we used Bénouis' Le Français Economique et Commercial, a somewhat more accessible text, but, as most, covering too many areas of business. Most recently, I have dispensed with a text altogether and have resorted to vocabulary handouts (see appendices) and other similar classroom materials, with generally satisfactory results. The search for an adequate textbook continues nonetheless.

## V. Conclusions

Judging from increasing enrollment, student reviews, and other forms of feedback, it would appear that French 106 fills a definite need among our majors. For one thing, it represents a departure from the traditional language course. It bridges the gap, as it were, between academia and the "real" world. The study of a foreign language is not merely the learning of rules of grammar and syntax or the reading of literary masterpieces, but can have a real-life application. I have no doubt that being able to read Molière or Flaubert in the original language is a great source of satisfaction. But I cannot forget the student who, two years ago, obtained a part-time summer position with a Paris law firm, and who told me, upon his return, that the fundamentals that he had learned in French 106 made all the difference in his enjoyment of his new job.

*********

1. This situation still prevails, and often in a most official manner. Very recently, I had to write a letter to our administration on behalf of two students in the International Relations program who had taken a course in Commercial French abroad, through the "study abroad" program of an American University. They were refused transfer credit at Davis because, in the estimation of the evaluators, this was a "trade" course. Credit was finally granted when it was pointed out that the course had academic subatance comparable to that of our own French 106.

929

# APPENDICES

## LA CORRESPONDANCE-- Vocabulaire

La correspondance administrative/commerciale, etc.
Le correspondant--Le destinataire--L'expéditeur
Une lettre--Le format d'une lettre--Le recto/verso d'une lettre
L'en-tête--Le siège social--La raison sociale--Le capital social--Le C.C.P.--L'adresse télégraphique
La salutation initiale--La suscription
La vedette--Le corps de la lettre
Un paragraphe--Un alinéa--
Un retrait de 2 cm.--Mettre en retrait
Un interligne
Une marge
La formule finale--La signature--Le signataire
Une enveloppe--La patte d'une enveloppe--Une enveloppe à fenêtre--une enveloppe de réexpédition
Une lettre dactylographiée (tapée à la machine)--Une sténo-dactylo
Une faute de frappe--Un ruban correcteur
Une circulaire--Une fiche--Un formulaire
Une agrafeuse--une agrafe--une dégrafeuse
Un pèse-lettre
Une chemise
Un dossier
Un casier
Un bloc-notes
Un récépissé--Un reçu
Poster une lettre--Affranchir une lettre--L'affranchissement d'une lettre
Le courrier--La levée du courrier--Le départ du courrier
Une lettre recommandée
Une lettre cachetée/décachetée
Un post-scriptum
Une annexe
Un envoi
Expédier--L'expéditeur
Ci-joint/Ci-inclus
Prière (de) faire suivre
Aux bons soins de..
Une carte postale--Un aérogramme--Une carte de visite
Le papier pelure--Le papier carbone--Le papier brouillon
La polycopie
Un pli--Sous pli séparé

BEST COPY AVAILABLE

# LA BANQUE-- Vocabulaire

La banque--une succursale (filiale)--Les heures d'ouverture d'une banque
Les fonds (d'une banque)
Le directeur--le caissier (la caissière)--le comptable--le personnel d'une banque
La caisse--la comptabilité
Ouvrir (fermer) un compte--être titulaire d'un compte
Un compte d'épargne--un compte courant (commercial)
Un chèque--un carnet (livret) de chèques--un talon (une souche) de chèque--un chéquier
Tirer un chèque--Toucher (encaisser) un chèque--Endosser un chèque
Le tireur--le tiré
Déposer de l'argent--Un déposant--un épargnant--Faire un dépôt--Un dépôt à terme
Une banque de dépôt--Une caisse d'épargne--Un livret (d'épargne)--Une banque d'affaires
Verser une somme--Faire (effectuer) un versement
Retirer une somme--Faire un retrait
Un virement--Faire virer une somme--Effectuer un virement
Un chèque sans provision (un mauvais chèque)--Un chèque retourné
Un découvert--Etre en présence d'un découvert--Un prêt sur découvert
Emprunter de l'argent--Un emprunt--Un emprunt à court/moyen/long terme--Un prêt--Contracter un emprunt--Un prêt immobilier
Un relevé de compte (mensuel)--
Le crédit--Accorder le crédit à quelqu'un--
Une carte de crédit
Avancer une somme à quelqu'un
Un solde créditeur/débiteur
L'argent liquide--Le numéraire--Les billets de banque--La monnaie
Les devises étrangères--Le transfert de devises--
Le taux de change--Un bureau de change
Payer en espèces--Payer comptant
Une enquête de solvabilité
Un prélèvement sur un compte
L'intérêt--Le taux d'intérêt
Echelonner les réglements--Payer par acomptes--Les mensualités
Une garantie--Hypothèques--Immobilier--Gages--Un nantissement
Investir (placer) de l'argent--
Un escompte
Un billet à ordre--une lettre de crédit--un chèque bancaire
Un compte à préavis
Une date d'échéance
Un coffre-fort--Un coffret de sureté--Une chambre forte--Un coffre à combinaison--Un compartiment de coffre-fort--
Un chèque de voyage
Un guichet automatique
Barrer un chèque--Un chèque antidaté/post-daté
La falsification d'un chèque

# POSTES ET TELECOMMUNICATIONS--Vocabulaire

Le bureau de poste--Les P.T. (P.T.T.)
Le receveur des postes--Le facteur
Le courrier--La levée du courrier--Le départ du courrier--L'acheminement du courrier
Une lettre simple--Une lettre recommandée--Par avion--Par voie de surface
Faire un envoi en recommandé/par exprès
Un pneumatique
Expédier une lettre--L'expéditeur--Le destinataire
Une boite aux lettres
Une boite postale
La poste restante
Une lettre à valeur déclarée
Un accusé (avis) de réception
Un colis--Un paquet
Emballer/Empaqueter un article
L'affranchissement--Affranchir une lettre--Le tarif d'une lettre
Une étiquette
Une déclaration en douane
Un envoi contre remboursement
Un mandat-poste (postal)
Un compte postal
La livraison à domicile
Un échantillon sans valeur
Un service de messageries
Une lettre taxée à l'arrivée
Franco-port--Contre remboursement
Par retour du courrier
Un chèque ou virement postal
Faire distribuer par porteur spécial
Par Télex
CEDEX
Un timbre--Un carnet de timbres--Le guichet pour collectionneurs (philatélique)
Un télégramme

***********

Un appel téléphonique
Composer un numéro--Un faux (mauvais) numéro
Un appel téléphonique avec préavis
Téléphoner en PCV (Demander une communication en PCV)
Une ligne en dérangement
Une standardiste--Une téléphoniste--Un standard téléphonique
Le récepteur--Décrocher (raccrocher) le récepteur
Déposer une pièce de monnaie dans la fente de l'appareil--un jeton
La tonalité--La sonnerie
Une cabine téléphonique
Etre coupé en milieu d'une conversation
Donner une communication à quelqu'un--Demander à la standardiste de vous donner une communication
Donner/Passer un coup de téléphone/fil à...
L'autre bout du fil
Un poste--Demander le poste no...
L'annuaire--Consulter l'annuaire--Relever un numéro dans l'annuaire--Le Bottin
Un abonné à l'annuaire--Un abonnement
"Allô"--X..à l'appareil--Restez en ligne--Ne quittez pas
Un répondeur téléphonique

LE COMMERCE--Vocabulaire

La vente--L'achat--L'importation--L'exportation
Le marketing--La commercialisation--La mise en marché--Le démarchage
Un marchand--Un marchand en gros (un grossiste)--Vendre en gros
Un détaillant--Vendre au détail
Le client--La clientèle--Le consommateur
Lancer un produit sur le marché
Un magasin--Un grand magasin--Un magasin à succursales multiples--Une boutique--Un magasin à prix unique--
Un supermarché--Un hypermarché
Un entrepôt
Un commerçant--Le patron--Le gérant--La gestion
Un représentant--Un voyageur de commerce--Un commis voyageur
La région (le réseau) d'un voyageur de commerce
Un concessionnaire--Un entrepreneur de travaux--Un directeur des ventes
Un débouché
La vente à domicile--Faire du porte à porte
Une opération en participation
Une marque de fabrique--Marque déposée
Un sigle--Un acronyme
Une vente aux enchères--Une vente sur offres--Attribuer le lot au plus offrant
Une vente de liquidation--Une vente de soldes--La vente par correspondance
Une commande--Passer une commande--Un carnet de commandes
Une facture--Régler une facture
Un article d'occasion--Des marchandises défraîchies
Un magasin d'escompte
Une ligne de produits
Le plafond des prix
Un rabais--Le prix de rabais--Mettre un article en réclame
Un comptoir--Un étalage--Une vitrine--La devanture d'un magasin
Le stock--Un stock épuisé
La marchandise--Les biens--Un produit
Une remise commerciale--Une remise pour règlement comptant
Un avis d'ouverture d'un établissement commercial
Un rayon--Un chef de rayon--Un vendeur (une vendeuse)
La concurrence
Un slogan
La publicité--Une agence de publicité--Une campagne publicitaire
Une enquête--Un sondage
Une enseigne lumineuse--Une affiche--Une brochure--Un dépliant--Un panneau publicitaire--Un court métrage--Une banderole déployée par avion--Un concours
Un bail--L'expiration d'un bail--La location d'un magasin--Le loyer
Une vente promotionnelle--Un spot publicitaire (à la radio, la télévision, etc.)
Le patronnage d'activités
Le fabricant--La fabrication--Une fabrique--Une usine--Un atelier
L'emballage--Emballer un article--Un container
Se retirer des affaires--Céder son affaire à quelqu'un
Un fonds de commerce (à vendre, céder, etc.)
Un salaire--Une commission
Un distributeur automatique
Un brevet d'invention--La contrefaçon de brevet--Un droit d'auteur
Faire faillite--Faire banqueroute

## (Sample beginnings of letters)

Nous avons bien reçu votre lettre du 15 mars nous confirmant...
Nous vous remercions de votre lettre du...
Nous accusons bonne réception de votre lettre du 23 écoulé..
En réponse à votre lettre du...
Nous nous excusons de répondre si tard à votre lettre...
Votre lettre du 20 octobre ne nous est parvenue que le 27, et nous nous empressons d'y répondre.
Selon votre désir exprimé dans votre lettre du 18 octobre, nous...
Nous avons été pleinement satisfaits de votre dernière livraison de...
Dans notre dernière lettre datée du 21 mai, nous...
Faisant suite à votre commande du 13 avril, nous....
J'ai l'honneur de vous informer que notre nouveau modèle de...
Je vous remercie de m'avoir fait parvenir si rapidement le...
Votre lettre du 4 mars, concernant le règlement de vos derniers achats me parvient ce jour-même..
Votre lettre du 18 juillet a retenu toute notre attention..
Comme suite à votre lettre du...
Vous remerciant de votre commande du...
Nous avons le plaisir de vous faire parvenir, sous pli séparé, une copie de...
Nous nous permettons de vous faire nos offres de service..
Je me permets de vous adresser, ci-joint, notre catalogue...
Veuillez, je vous prie, m'expédier le plus tôt possible...
Je vous confirme ma lettre du 17 avril dernier par laquelle...
Je vous accuse réception de votre lettre du...
Suivant la demande que vous nous avez faite...
Comme suite à notre conversation téléphonique du...
Nous vous prions de trouver, ci-joint,...
Au reçu de cette lettre, veuillez nous adresser...
Je prends bonne note du désir exprimé par votre lettre du...
Nous regrettons vivement de ne pouvoir...
J'apprends avec un vif regret qu'une erreur...
J'ai le regret d'être obligé de vous informer que...
Nous croyons devoir vous faire remarquer que...
En règlement de votre facture, nous vous prions de..
Je vous remercie de la commande que vous nous avez passée..
Je suis au regret de ne pouvoir vous fournir des renseignements sur...
En réponse à votre annonce parue dans...
Veuillez, s.v.p., me faire parvenir par retour du courrier...
Nous référant à la visite de votre représentant le...
Ayant déjà plusieurs fois fait appel à vos excellents services...
Nous sommes en possession de votre lettre du...
J'ai le plaisir de vous informer par la présente que...
Nous avons l'honneur de porter à votre connaissance que...
Vous m'obligeriez en m'adressant le plus tôt possible une...
Je me permets de solliciter...
Nous serions d'organiser cet hiver...
Veuillez nous soumettre par retour du courrier des échantillons de...
Je prends la liberté de me rappeler à votre bon souvenir...
Pensant vous intéresser, nous vous informons que...
Nous sommes intéressés par votre proposition du...
Me référant à la circulaire ci-jointe, j'ai l'honneur de...
Nous avons le plaisir de confirmer par la présente que...
Je me vois dans la nécessité de décliner vos offres...
Nous prenons la liberté de vous faire savoir que...
Je viens de recevoir ce jour même...
Dans notre dernière lettre datée du 18 octobre, nous envisagions la possibilité de...

### (Sample closings of letters)

Dans l'attente de votre réponse, veuillez agréer...
Dans l'espoir d'une réponse rapide (positive), veuillez...
Dans l'espoir que vous apporterez une prompte réponse à cette lettre...
Nous vous remercions d'avance de bien vouloir...
Nous vous remercions de votre sollicitude et vous prions de croire...
Nous espérons que vous pourrez donner une réponse affirmative à...
Nous vous prions d'excuser le retard apporté à...
Je vous prie de bien vouloir excuser ma secrétaire qui, en mon absence, a...
Nous regrettons de vous avoir causé un tel dérangement et vous prions d'accepter nos...
Espérant pouvoir vous être utile dans une semblable occasion, je vous prie de croire...
Dans l'attente du plaisir de vous lire...
Vous remerciant d'avance de tous vos soins...
En souhaitant que vous ne nous tiendrez pas rigueur du retard apporté à notre réponse...
Dans l'espoir que ma demande retiendra votre attention...
En vous renouvelant l'assurance de ma discrétion la plus complète...
Je vous remercie à l'avance, Monsieur, de votre amabilité...
En vous remerciant de veiller à ce que cet envoi soit fait dans les meilleurs délais...
Avec mes remerciements anticipés, veuillez croire...
En espérant une prompte réponse...
Nous vous présentons nos excuses pour ce retard bien involontaire et...
En vous remerciant de bien vouloir résoudre rapidement ce problème...
En espérant toujours vous satisfaire quant à la qualité de nos produits...
Avec nos regrets, et en vous remerciant d'avance de ce que vous pourrez faire...
Dans l'attente de vos ordres qui recevront tous nos soins...
Dans l'espoir que nous parviendrons à un accord...
En espérant que nous pourrons travailler ensemble à notre commune satisfaction...
Dans l'espoir que vous voudrez bien favoriser de vos ordres...
En vous adressant mes meilleurs voeux de succès...
Avec l'espoir que vous apprécierez nos qualités et nos prix...
Espérant bientôt pouvoir vous être utiles à notre tour...
Comptant sur votre compréhension, nous vous prions de croire...
Vous assurant de notre entière discrétion...
En vous assurant que l'usage le plus discret sera fait de votre réponse...
Dans l'attente de vous lire et avec l'espoir de vous être agréables...
En attendant que vous nous fassiez connaître vos intentions, nous...
Toujours dévoués à vos ordres, nous vous prions de croire...
En espérant que cette solution vous paraîtra agréable...
Confiants dans vos bons soins habituels, nous...
Nous espérons que ces termes recevront votre approbation et...
D'avance, je vous remercie de votre compréhension.
En attendant la faveur de vos ordres...
Dans l'espoir que cette hausse n'altérera en rien nos excellentes relations...
En attendant d'être favorisés de vos ordres...
Dans l'attente du plaisir de vous lire et m'excusant d'avance de tous les inconvénients
    que ma demande pourrait vous causer...
En vous remerciant de la confiance que vous nous avez toujours témoignée...

936

# BUSINESS FRENCH-FRENCH BUSINESS
# STRATEGIES FOR RETENTION OF MATERIAL
# BY LIBERAL ARTS STUDENTS

Dr. Nancy E. Lamb

Department of French & Italian
University of Massachusetts-Amherst
Amherst, Massachusetts 01003

BEST COPY AVAILABLE

# BUSINESS FRENCH-FRENCH BUSINESS
# STRATEGIES FOR RETENTION OF MATERIAL IN LIBERAL ARTS STUDENTS

Nancy E. Lamb

## Introduction

Good Morning. It is a distinct pleasure to be a part of this conference. First, just knowing that a conference of this kind exists-where practitioners can gather and exchange ideas, both practical and theoretical, and suggestions is a godsend. Secondly, as a Freshman, knowing that others are engaged in this task of working with languages in a practical way, because it is sometimes a bit lonely out in the front lines, is most reassuring to me. And thirdly, networking is a priceless experience. It is wonderful to come into contact with beautiful people.

This is an exciting and challenging time to be involved in any part of the educative process, particularly in higher education. There is a paradigm in progress. For some it is a threatening, anxiety-ridden experience to find basic notions they have traditionally held now being questioned, examined in detail and questioned as to their very worth, their fundamental validity. It is small wonder some react emotionally, strongly, with intensity in widely varying ways.

And yet, the reverse of the coin is that there is presently a ferment of new ideas(perhaps a return to some very old ideas we haven't seen for a long time, if there is nothing new under the sun) but which afford us new perspectives on learning modes, and concomitantly, teaching modes, ideas about organizations and their development, systems theory, new thoughts about retention of material(memory function and development) and about accelerative methodology. People are busy trying out wonderful new ways to learn and teach foreign languages-John Rassias, Lynn Dhority and Jane Bancroft, to name just a few.

I come, therefore, to add yet another very small facet to this kaleidescope of novelties and hope that what I say may prove to be of value to you in some practical way.

My discussion this morning centers on our two-semester sequence at the University of Massachusetts-Amherst called Business-French-French Business. This presentation is actually the first of a two-part dyptich of sorts, because my objectives are dual in nature: 1) increasing students' retention level of material over a relatively long period of time, that is, beyond the limits of a 15-week semester or even those of a double 15-week semester and 2) accelerating the learning rate so that significantly increased amounts of material(on the order of 3 to 1 or 4 to 1) can be learned. This morning I shall confine myself to the first of the two objectives, enhancing retention.

The population of the class is heterogeneous. This is a large state university. Diversity of background, socioeconomic, ethnic, cultural and the like, runs the gamut. Preparation, even within a given major, is equally disparate. Most majors, including French, have only a very loose 3-tiered 200-300-400 level numbering system and courses are generally not concatenated. This leads to two vastly different views of the situation, therefore, depending on whether one subscribes the the bottle half-full or bottle half-empty theory! The students of the class most certainly do not have a corpus of shared knowledge. Some are not even French majors. One cannot count upon their knowing any specific set of anything.

On the other hand, it does mean that in the totality of the class, taken as the sum of its parts, there is a wealth of information stored, political science, history, French civilization, semesters abroad in various spots, various trips, macro and micro economics, marketing, management, finance and accounting. And there is one student who is, of all things, a female industrial engineer.

The challenge for me then becomes how to create a learning environment where this information, cumulatively rich but housed in different individuals, can be shared among, and, eventually, by all, and in addition learned most efficiently so so that it can be retained most effectively in their long-term memory for future utilization. That is the mission "almost-impossible"!

I consider there are five different objectives to be realized. Two business languages, the American English business language and the French business language (français, langue d'affaires) must be learned. There are also business concepts to be learned in two languages, American business concepts and French business concepts(notions commerciales françaises). Eventually there are comparisons to be made between the two.

## SCHEMA

Let me describe briefly the first semester course. Although it is basically a language acquisition course, obviously some general notions about the business world must be presented. For a non-homogeneously prepared population whose maternal tongue is English, the language in which those basic concepts can be transmitted and acquired most rapidly and most efficiently is English. So, a first "pass" over the conceptual information, micro and macro economics, the basic concept of the enterprise, in legal and economic terms, the four basic financial statements and the concomitant accounting necessary to understand where they come from, was given, in afternoon sessions outside class. Schematic diagrams, color-coded(and I shall return to discuss the importance of this later), on the major functions of the enterprise, were presented. The schematics were presented first in English, then in French, one lingual body presented in totality, then the other.

Now, an important part of the first semester's work in preparing for the Paris Chamber of Commerce exam is the writing of business letters. French business letters entail more formality, "formulas of politeness", as the French say, than do their American equivalents, and they can prove to be the bane of an American student's existence. There is a Scylla and Charybdis here. Our students are brought up with the "tu" or familiar form, frequently indiscriminately used, and they are unused to the formal-informal discrimination "tu-vous". Our apparent first name basis in business as well as in education only fosters that inability to discriminate what is an unwritten/unspoken hierarchy(John or Mary, the boss, still fires). The Chamber of Commerce insisted, during their extremely valuable workshop for new teachers of commercial French, that there was a person, an individual, behind every French business letter. What they wanted was a letter, not coldly formalized, but with a personalism included. The problem is that our students know no formalities and write nothing but personalism. What the French tend to forget is that the kissing of hands and feet in the correct order has been inculcated, as well as a notion of hierarchy, in French students from birth on, and that both of these notions are totally foreign to the vast majority of American students(cold roast Boston and the 100 old Philadelphia families the exceptions!).

How, then, to help the students have as many letters in their ken as possible? Perhaps a study help. Here is what I came up with: a sheet divided in half, the top a double schema with subject, from whom, to whom(this represents a first pass over a part of the French en-tête or letter-head, fairly complicated, which would be presented later in the semester)

SCHEMA

A number of important ideas here. The formulae, entry and exit, can be learned almost by rote, and abbreviated. Two or three words are enough. Next year, I might add, I shall institute a system used by a Scottish colleague whom I met at the Chamber of Commerce workshop. He had his students CHANT the formulae, so that they became automatic. The vehicle of musical rhythm is important, by the way, both in retention and acceleration.

The message I taught in a different format, using idea mapping. Drawn from the book called Writing the Natural Way by Gabriele Lusser Rico, this technique is an alternative to the rational-linear formulated outlines of the type I, sub-A, sub-1, sub a, on which most of us probably cut our teeth. It is a marvelously rapid and natural, non anxiety-producing way of conceptualizing and visualizing a written message. Starting from a central idea, a complaint, a request or an order, for example, the writer works out by associated ideas-linkages. Working by associations rather than by analytical hierarchical thinking, a person can draw up a basic schema, resembling a spider's web,of ideas and concepts adequately in five minutes. Particularly efficient about this is that, should there be a forced interruption, telephone call, class, meeting, even for an extended period of time, the train of thought remains clear and thinking can be picked up, continued, elaborated upon and cross-linkages established at any time. It is remarkable how clearly thought can be expressed and how rapidly one can work. It is, by the way, fantastic for anyone who has a "writing block".

The psychological profile. If one has received a letter from Mr. X or Ms Y, notation can easily be made of any salient characteristics which should be taken into account by the writer in responding to this individual-legalistic, enthusiastic, intellectual, hostile. This can be done in a compact format.

What this permits is the succinct efficient loading of an entire mental computer program in a compact format 1)the program to the left and 2) any psychological "filter" through which the program must pass to the right. The lower half of the sheet is used when and if you wish to execute that program. This format permits maximal practice in conceiving, preparing and ordering a letter, yet it avoids the tedium and unnecessary use of precious time in rote execution of repeated letters. If variety of material is high in priority, this is a good system. Much material can thus be learned and stored efficiently.

Let me pass quickly to some of the innovative experiments we are trying in the second class on French Business. It seemed to me of paramount importance, given the heterogeneity of the class background and preparation, to find a class structure where sharing of knowledge among class members would be enhanced. I decided to call upon some innovative ideas from our friends, the organizational developers. The first day of class I presented the students with 1)a calendar of class meeting days, 2)2 examples of the final exams from past years, which we went over briefly(this is called criterion-based education!) and 3) books collected on the various subjects. I asked them to determine the optimal organizational structure for the class for maximal performance(how they could learn the material they deemed important best).

I sought in doing this their buying into a gigantic task, an inordinate amount of information acquisition and, let me be honest, more work than some of them had ever seen. What they realized, as I handed out 12 articles in each of 3 successive weeks, for instance, was that they could win the battle only as a group, as a teem. I projected overtly confidence in their ability not only to find an optimal way to learn, but to work together. This positive suggestion is essential. I cannot emphasize it enough--and it must be genuinely believed by the professor-facilitator. They bought into the project: their commitment to task and group was, therefore, ensured from the start. They were obliged to trust one another for basic information: in other words, no single student "knew" it all. What this did also was to foster a basic modus operandi of cooperation and collaboration, rather than competition: the modus operandi projected as both behavioral and attitudinal. They designated a student leader, evaluated texts, suggesting which pages were most valuable to duplicate or mention. My role: resident "expert" when they had difficulties or were unable to find material, presenter as a somewhat senior member of the group and facilitator.

As an anecdote to this idea of commitment, I overheard the student leader say, after a particularly deep, arduous presentation by me on regional economics, "we have to meet afternoons(plural!), we'll never make it through all this stuff!" If I had made the same suggestion, the complaints would have been myriad. They are now meeting once a week on their own.

Another reason for having students teach students, or more correctly, for having students be responsible for the learning experience of other students is that they will do a better job when someone else depends on them. It is a question of responsibility to a peer. They learn better in order to teach a peer and I find they learn better from a peer than from an authority figure, both in quality and quantity. The result is increased retention.

My last series of innovations for retention in this class has to with function of what the Neuro-Linguistic Programming people call multiple access channeling. Their work has been exciting for me. Some of us learn and retain visually, some principally audially and some "viscerally", by doing experientially. According to the Neuro-Linguistic Programmers, the "lead" system in the USA is visual, second "visceral"-experiential(and yet, and this is an aside, consider that our dominant delivery system in higher education is audial, almost exclusively, in large lectures, and that note-taking does not replace "visceral"-experiential acquisition of knowledge).

Being greedy natively as a learner myself, that is, I learn best with my whole body, visually, audially and experientially simultaneously accessing, I decided to see if we couldn't experiment to optimize our classroom delivery systems. Here are some of the results: they are in the midst of becoming. Perhaps next year I can return to present the results and the changes and, as I mentioned before, my efforts to accelerate this information acquisition process. I believe the groundwork for acceleration is in an efficiently functioning accessing-retention-retrieval information system. Let me show you briefly what we have tried out.

First, the old Chinese idea: a picture is wortha thousand words. Logically, then, it would follow that 10 well-chosen pictures, well conceived schema, will give us the word power equivalent of 10,000 words. How to enhance retention? By enhancing and enriching accessing and retrieval channels, through the use of as rich and meaningful a network or tapestry of linkages, associations of words, associations which can be created visually, aurally, metaphorically, by meaning, even by antonymic quality. The richer the network, the better the "take" will be and the longer the chance for retention and the greater the facility for access and retrieval.

Let me take a simplistic example. It will serve our purpose. There are various ways of marketing-door to door, mail order, shop, store and supermarket. Prior to the marketing presentation, I had established associations for different subjects in business, such as marketing, finance, management, etc. with given COLORS, that is, subjects are color-coded. We are endowed with a remarkable technicolor memory, largely unutilized. It can be an enormously powerful tool. Since marketing was coded blue, the schema was presented in that color. The schema is shown in a visual set, not necessarily symmetrical, but as aesthetically drawn as possible and balanced. The first presentation is in English entirely, not just a word here or there. This is essential. The maternal language is faster, and it is here a question of the immediate grasp of the information. Words are presented in bubbles, whatever format fits. A second blank without words is flashed, but formatted in the same way with the locations kept. Quick explanations or examples in English are given now. The schema is again presented and repeated orally. Again blanks. Blanks are asked to be filled in, in order. This is a process based on eidetic imagery, retinal "burning" or imprinting. It is crucial. Eidetic and aural work can easily be done simultaneously, thus rendering time use more efficient since two access-retrieval channels are being addressed.

When the configurations, notions and language, have been grasped and imagery has been successfully "burned", a switch from maternal to target language is effected. It is important to distinguish what is happening here. This is not translation: this is dual langual tracking. The difference is of great importance. This is essentially a bi-lingual experience, not a translational one. It is what one sees in a bilingual city such as Montreal, for example.

The target language appears in the blanks in the same schema used for the maternal language presentation. The material this time is discussed entirely in the target language. There is no translation whatsoever. Cognates are a key to comprehension and can be emphasized. Material is discussed. Again eidetic function is exercised, retinal burning takes place as the bubbles, first filled in color, then blank are presented, and the process continues on an irregular programmed schedule. The irregularity is essential. Remember Pavlov's dogs? By scheduling the bell ringing process irregularly into ever longer periods, Pavlov achieved continual salivation with only minimal almost non-existent reinforcement. This same process can be used to extend retention of material almost infinitely without constant reinforcement. By using this combination of technicolor visualization, schemas, configurations and bilingual exercises/explanations, what is achieved over time is a curious phenomenon: an image which is extra-lingual, unbound to any given language, though embedded in two. I theorize, by the way, that if we were able to continue this process, a third language could be handled the same way. This is certainly the way the polyglot peoples such as the Dutch and Swiss operate. They go along multiple lingual tracks, they do not translate. As repetitions of the schema reappear over time, during the semester, additional assocdations and linkages in the target language are made so that the embedding becomes ever deeper.

About those visceral learners, the experiential folk! I envy those of you who have internships organized as an integral part of your curriculum. They are invaluable from this standpoint. But what could be done to access more for the visceral-experiential learners. Depending on one's budget, existant or non-existant, there are at least two possibilities, video-taping and walk-around.

Video offers exciting possibilities-conversations first in English, then in the target language, among people of a given function, such as accountants, or managers and this combined with the color-coded schema already eidetically burned, retained and retrievable. If interactive computer technology is available, questions and interactive responses with the videotaped materials are possible.

If there is no money and therefore no video, there is still a wonderful process known in the field of organizational development as the "walk-around". In business, it means having managers or would-be managers spend time in different offices and functions, thereby learning on the spot by doing what colleagues are all about. The thought occurred that in our small town we had shops, banks, stores, supermarkets, service organizations, even a small manufacturing firm, and a "hypermarché", a super super market. A small walk around with members of the class discussing what they were observing in the target language proved to be a richly rewarding experience. Their comprehension, their ability to discuss what they had seen and their experience of these enterprises and their business functions increased dramatically. As one whose lead method is visceral, I can personally attest to the efficacy of the method: it is how I, a non-native French speaker, am learning this material myself.

We have thus seen a number of strategies to enhance the learning of liberal arts students, to help them retain more for longer periods of time. Let us summarize them:

- Idea Mapping
- Schemas for letter writing
- Several organizational development strategies
    - Transfering ownership of the class
    - Student leadership
    - Teamwork-double result
        - Cooperation, collaboration
        - Peer responsibility-reciprocal
- Positive suggestive assumptions
    - class competence
    - acquire/retain knowledge
- Multiple Accessing Channels

Eidetic imagery-retinal burning
Technicolor schemas
Color associated to functions
Aural-eidetic work simultaneously presented
Videotaped work
The "walk-around"

In closing I would like to pay particular tribute to a wonderful group of students, my French Business 490B class, who, at this very moment, are coping in English and French with the problems of productivity under the watchful tutelage of our industrial engineer, in charge of today's class. Kenneth Blanchard, known to you as the author of The One Minute Manager once said that it was not so much what they did when you were there, it was much more important what they did when you weren't. I won't be there during their later lives. I fervently hope that what they are presently learning will be.

Thank you.

Dr. Nancy E. Lamb
French and Italian
University of Massachusetts
Amherst, Mass. 01003

**Education**
BA French Mt. Holyoke College
MA French Middlebury College in France
MA Spanish Middlebury College in Spain
DML French Middlebury College
Candidate for the MBA University of Massachusetts, Amherst (self-initiated faculty enrichment program, first such faculty member to do soat our institution)

**Additional experience of interest**
English teacher in a French regional high school
participant in Paris Chamber of Commerce workshop for teachers of commercial French
program associate with the Higher Education Management Institute, the training and management section of the American Council on Education
Academic Dean of Humanities, Univ. of Massachusetts for5 years
Member, College Board College Level Services Council-oversees the Advanced Placement Program and the College Level Exam. Program
Corrector, Advanced Placement Exams in French

**Current interests**
Learning theory and retention(memory function)
Sensory perception
Systems theory
Suggestive-accelerative learning theory(suggestopedia and the theories of Dr. Georgi Lozanov and Ivan Barzakov)
Faculty enrichment programs
Development of collaborative-cooperative learning
Body/mind development theory
Neuro-Linguistic Programming
"Right-brain" learning

# BUSINESS FRENCH-FRENCH BUSINESS
# STRATEGIES FOR RETENTION OF MATERIAL IN LIBERAL ARTS STUDENTS

Nancy E. Lamb

## Introduction

Good Morning. It is a distinct pleasure to be a part of this conference. First, just knowing that a conference of this kind exists-where practitioners can gather and exchange ideas, both practical and theoretical, and suggestions is a godsend. Secondly, as a Freshman, knowing that others are engaged in this task of working with languages in a practical way, because it is sometimes a bit lonely out in the front lines, is most reassuring to me. And thirdly, networking is a priceless experience. It is wonderful to come into contact with beautiful people.

This is an exciting and challenging time to be involved in any part of the educative process, particularly in higher education. There is a paradigm in progress. For some it is a threatening, anxiety-ridden experience to find basic notions they have traditionally held now being questioned, examined in detail and questioned as to their very worth, their fundamental validity. It is small wonder some react emotionally, strongly, with intensity in widely varying ways.

And yet, the reverse of the coin is that there is presently a ferment of new ideas(perhaps a return to some very old ideas we haven't seen for a long time, if there is nothing new under the sun) but which afford us new perspectives on learning modes, and concomitantly, teaching modes, ideas about organizations and their development, systems theory, new thoughts about retention of material(memory function and development) and about accelerative methodology. People are busy trying out wonderful new ways to learn and teach foreign languages-John Rassias, Lynn Dhority and Jane Bancroft, to name just a few.

I come, therefore, to add yet another very small facet to this kaleidescope of novelties and hope that what I say may prove to be of value to you in some practical way.

My discussion this morning centers on our two-semester sequence at the University of Massachusetts-Amherst called Business-French-French Business. This presentation is actually the first of a two-part dyptich of sorts, because my objectives are dual in nature: 1) increasing students' retention level of material over a relatively long period of time, that is, beyond the limits of a 15-week semester or even those of a double 15-week semester and 2) accelerating the learning rate so that significantly increased amounts of material(on the order of 3 to 1 or 4 to 1) can be learned. This morning I shall confine myself to the first of the two objectives, enhancing retention.

The population of the class is heterogeneous. This is a large state university. Diversity of background, socioeconomic, ethnic, cultural and the like, runs the gamut. Preparation, even within a given major, is equally disparate. Most majors, including French, have only a very loose 3-tiered 200-300-400 level numbering system and courses are generally not concatenated. This leads to two vastly different views of the situation, therefore, depending on whether one subecribes the the bottle half-full or bottle half-empty theory! The students of the class most certainly do not have a corpus of shared knowledge. Some are not even French majors. One cannot count upon their knowing any specific set of anything.

On the other hand, it does mean that in the totality of the class, taken as the sum of its parts, there is a wealth of information stored, political science, history, French civilization, semesters abroad in various spots, various trips, macro and micro economics, marketing, management, finance and accounting. And there is one student who is, of all things, a female industrial engineer.

The challenge for me then becomes how to create a learning environment where this information, cumulatively rich but housed in different individuals, can be shared among, and, eventually, by all, and in addition learned most efficiently so so that it can be retained most effectively in their long-term memory for future utilization. That is the mission "almost-impossible"!

I consider there are five different objectives to be realized. Two business languages, the American English business language and the French business language (français, langue d'affaires) must be learned. There are also business concepts to be learned in two languages, American business concepts and French business concepts(notions commerciales françaises). Eventually there are comparisons to be made between the two.

## SCHEMA

Let me describe briefly the first semester course. Although it is basically a language acquisition course, obviously some general notions about the business world must be presented. For a non-homogeneously prepared population whose maternal tongue is English, the language in which those basic concepts can be transmitted and acquired most rapidly and most efficiently is English. So, a first "pass" over the conceptual information, micro and macro economics, the basic concept of the enterprise, in legal and economic terms, the four basic financial statements and the concomitant accounting necessary to understand where they come from, was given, in afternoon sessions outside class. Schematic diagrams, color-coded(and I shall return to discuss the importance of this later), on the major functions of the enterprise, were presented. The schematics were presented first in English, then in French, one lingual body presented in totality, then the other.

Now, an important part of the first semester's work in preparing for the Paris Chamber of Commerce exam is the writing of business letters. French business letters entail more formality, "formulas of politeness", as the French say, than do their American equivalents, and they can prove to be the bane of an American student's existence. There is a Scylla and Charybdis here. Our students are brought up with the "tu" or familiar form, frequently indiscriminately used, and they are unused to the formal-informal discrimination "tu-vous". Our apparent first name basis in business as well as in education only fosters that inability to discriminate what is an unwritten/unspoken hierarchy(John or Mary, the boss, still fires). The Chamber of Commerce insisted, during their extremely valuable workshop for new teachers of commercial French, that there was a person, an individual, behind every French business letter. What they wanted was a letter, not coldly formalized, but with a personalism included. The problem is that our students know no formalities and write nothing but personalism. What the French tend to forget is that the kissing of hands and feet in the correct order has been inculcated, as well as a notion of hierarchy, in French students from birth on, and that both of these notions are totally foreign to the vast majority of American students(cold roast Boston and the 100 old Philadelphia families the exceptions!).

How, then, to help the students have as many letters in their ken as possible? Perhaps a study help. Here is what I came up with: a sheet divided in half, the top a double schema with subject, from whom, to whom(this represents a first pass over a part of the French en-tête or letter-head, fairly complicated, which would be presented later in the semester)

SCHEMA

A number of important ideas here. The formulae, entry and exit, can be learned almost by rote, and abbreviated. Two or three words are enough. Next year, I might add, I shall institute a system used by a Scottish colleague whom I met at the Chamber of Commerce workshop. He had his students CHANT the formulae, so that they became automatic. The vehicle of musical rhythm is important, by the way, both in retention and acceleration.

The message I taught in a different format, using idea mapping. Drawn from the book called Writing the Natural Way by Gabriele Lusser Rico, this technique is an alternative to the rational-linear formulated outlines of the type I, sub-A, sub-1, sub a, on which most of us probably cut our teeth. It is a marvelously rapid and natural, non anxiety-producing way of conceptualizing and visualizing a written message. Starting from a central idea, a complaint, a request or an order, for example, the writer works out by associated ideas-linkages. Working by associations rather than by analytical hierarchical thinking, a person can draw up a basic schema, resembling a spider's web,of ideas and concepts adequately in five minutes. Particularly efficient about this is that, should there be a forced interruption, telephone call, class, meeting, even for an extended period of time, the train of thought remains clear and thinking can be picked up, continued, elaborated upon and cross-linkages established at any time. It is remarkable how clearly thought can be expressed and how rapidly one can work. It is, by the way, fantastic for anyone who has a "writing block".

The psychological profile. If one has received a letter from Mr. X or Ms Y, notation can easily be made of any salient characteristics which should be taken into account by the writer in responding to this individual-legalistic, enthusiastic, intellectual, hostile. This can be done in a compact format.

What this permits is the succinct efficient loading of an entire mental computer program in a compact format 1)the program to the left and 2) any psychological "filter" through which the program must pass to the right. The lower half of the sheet is used when and if you wish to execute that program. This format permits maximal practice in conceiving, preparing and ordering a letter, yet it avoids the tedium and unnecessary use of precious time in rote execution of repeated letters. If variety of material is high in priority, this is a good system. Much material can thus be learned and stored efficiently.

Let me pass quickly to some of the innovative experiments we are trying in the second class on French Business. It seemed to me of paramount importance, given the heterogeneity of the class background and preparation, to find a class structure where sharing of knowledge among class members would be enhanced. I decided to call upon some innovative ideas from our friends, the organizational developers. The first day of class I presented the students with 1)a calendar of class meeting days, 2)2 examples of the final exams from past years, which we went over briefly(this is called criterion-based education!) and 3) books collected on the various subjects. I asked them to determine the optimal organizational structure for the class for maximal performance(how they could learn the material they deemed important best).

I sought in doing this their buying into a gigantic task, an inordinate amount of information acquisition and, let me be honest, more work than some of them had ever seen. What they realized, as I handed out 12 articles in each of 3 successive weeks, for instance, was that they could win the battle only as a group, as a teem. I projected overtly confidence in their ability not only to find an optimal way to learn, but to work together. This positive suggestion is essential. I cannot emphasize it enough--and it must be genuinely believed by the professor-facilitator. They bought into the project: their commitment to task and group was, therefore, ensured from the start. They were obliged to trust one another for basic information: in other words, no single student "knew" it all. What this did also was to foster a basic modus operandi of cooperation and collaboration, rather than competition: the modus operandi projected as both behavioral and attitudinal. They designated a student leader, evaluated texts, suggesting which pages were most valuable to duplicate or mention. My role: resident "expert" when they had difficulties or were unable to find material, presenter as a somewhat senior member of the group and facilitator.

As an anecdote to this idea of commitment, I overheard the student leader say, after a particularly deep, arduous presentation by me on regional economics, "we have to meet afternoons(plural!), we'll never make it through all this stuff!" If I had made the same suggestion, the complaints would have been myriad. They are now meeting once a week on their own.

Another reason for having students teach students, or more correctly, for having students be responsible for the learning experience of other students is that they will do a better job when someone else depends on them. It is a question of responsibility to a peer. They learn better in order to teach a peer and I find they learn better from a peer than from an authority figure, both in quality and quantity. The result is increased retention.

My last series of innovations for retention in this class has to with function of what the Neuro-Linguistic Programming people call multiple access channeling. Their work has been exciting for me. Some of us learn and retain visually, some principally audially and some "viscerally", by doing experientially. According to the Neuro-Linguistic Programmers, the "lead" system in the USA is visual, second "visceral"-experiential(and yet, and this is an aside, consider that our dominant delivery system in higher education is audial, almost exclusively, in large lectures, and that note-taking does not replace "visceral"-experiential acquisition of knowledge).

Being greedy natively as a learner myself, that is, I learn best with my whole body, visually, audially and experientially simultaneously accessing, I decided to see if we couldn't experiment to optimize our classroom delivery systems. Here are some of the results: they are in the midst of becoming. Perhaps next year I can return to present the results and the changes and, as I mentioned before, my efforts to accelerate this information acquisition process. I believe the groundwork for acceleration is in an efficiently functioning accessing-retention-retrieval information system. Let me show you briefly what we have tried out.

First, the old Chinese idea: a picture is wortha thousand words. Logically, then, it would follow that 10 well-chosen pictures, well conceived schema, will give us the word power equivalent of 10,000 words. How to enhance retention? By enhancing and enriching accessing and retrieval channels, through the use of as rich and meaningful a network or tapestry of linkages, associations of words, associations which can be created visually, aurally, metaphorically, by meaning, even by antonymic quality. The richer the network, the better the "take" will be and the longer the chance for retention and the greater the facility for access and retrieval.

Let me take a simplistic example. It will serve our purpose. There are various ways of marketing-door to door, mail order, shop, store and supermarket. Prior to the marketing presentation, I had established associations for different subjects in business, such as marketing, finance, management, etc. with given COLORS, that is, subjects are color-coded. We are endowed with a remarkable technicolor memory, largely unutilized. It can be an enormously powerful tool. Since marketing was coded blue, the schema was presented in that color. The schema is shown in a visual set, not necessarily symmetrical, but as aesthetically drawn as possible and balanced. The first presentation is in English entirely, not just a word here or there. This is essential. The maternal language is faster, and it is here a question of the immediate grasp of the information. Words are presented in bubbles, whatever format fits. A second blank without words is flashed, but formatted in the same way with the locations kept. Quick explanations or examples in English are given now. The schema is again presented and repeated orally. Again blanks. Blanks are asked to be filled in, in order. This is a process based on eidetic imagery, retinal "burning" or imprinting. It is crucial. Eidetic and aural work can easily be done simultaneously, thus rendering time use more efficient since two access-retrieval channels are being addressed.

When the configurations, notions and language, have been grasped and imagery has been successfully "burned", a switch from maternal to target language is effected. It is important to distinguish what is happening here. This is not translation; this is dual langual tracking. The difference is of great importance. This is essentially a bi-lingual experience, not a translational one. It is what one sees in a bilingual city such as Montreal, for example.

The target language appears in the blanks in the same schema used for the maternal language presentation. The material this time is discussed entirely in the target language. There is no translation whatsoever. Cognates are a key to comprehension and can be emphasized. Material is discussed. Again eidetic function is exercised, retinal burning takes place as the bubbles, first filled in color, then blank are presented, and the process continues on an irregular programmed schedule. The irregularity is essential. Remember Pavlov's dogs? By scheduling the bell ringing process irregularly into ever longer periods, Pavlov achieved continual salivation with only minimal almost non-existent reinforcement. This same process can be used to extend retention of material almost infinitely without constant reinforcement. By using this combination of technicolor visualization, schemas, configurations and bilingual exercises/explanations, what is achieved over time is a curious phenomenon: an image which is extra-lingual, unbound to any given language, though embedded in two. I theorize, by the way, that if we were able to continue this process, a third language could be handled the same way. This is certainly the way the polyglot peoples such as the Dutch and Swiss operate. They go along multiple lingual tracks, they do not translate. As repetitions of the schema reappear over time, during the semester, additional associations and linkages in the target language are made so that the embedding becomes ever deeper.

About those visceral learners, the experiential folk! I envy those of you who have internships organized as an integral part of your curriculum. They are invaluable from this standpoint. But what could be done to access more for the visceral-experiential learners. Depending on one's budget, existant or non-existant, there are at least two possibilities, video-taping and walk-around.

Video offers exciting possibilities-conversations first in English, then in the target language, among people of a given function, such as accountants, or managers and this combined with the color-coded schema already eidetically burned, retained and retrievable. If interactive computer technology is available, questions and interactive responses with the videotaped materials are possible.

If there is no money and therefore no video, there is still a wonderful process known in the field of organizational development as the "walk-around". In business, it means having managers or would-be managers spend time in different offices and functions, thereby learning on the spot by doing what colleagues are all about. The thought occurred that in our small town we had shops, banks, stores, supermarkets, service organizations, even a small manufacturing firm, and a "hypermarché", a super super market. A small walk around with members of the class discussing what they were observing in the target language proved to be a richly rewarding experience. Their comprehension, their ability to discuss what they had seen and their experience of these enterprises and their business functions increased dramatically. As one whose lead method is visceral, I can personally attest to the efficacy of the method: it is how I, a non-native French speaker, am learning this material myself.

We have thus seen a number of strategies to enhance the learning of liberal arts students, to help them retain more for longer periods of time. Let us summarize them:

- Idea Mapping
- Schemas for letter writing
- Several organizational development strategies
    - Transfering ownership of the class
    - Student leadership
    - Teamwork-double result
        - Cooperation, collaboration
        - Peer responsibility-reciprocal
- Positive suggestive assumptions
    - class competence
    - acquire/retain knowledge
- Multiple Accessing Channels

# AN EXPERIMENT: A FRENCH BUSINESS COURSE FOR BUSINESS AND NON-BUSINESS STUDENTS

Dr. Jean-Pierre Heudier

Department of Modern Languages
Southwest Texas State University
San Marcos, TX 78666

# An Experiment: A French Business Course for Business and Non-Business Students

## Why a French Course for Non-Business Students

Three years ago, several faculty members of the department of Modern Languages at Southwest Texas State University realized that course offerings could not longer be limited to the traditional programs, such as literature, culture and teacher training. An effort had to be made to answer the need for a course that would allow students to get in touch with the everyday business world. Immediately, a strong obstacle appeared: On the one hand a course in business French would require two years of basic French as a prerequisite; and it was obvious that regular business students would not be motivated to take those two years until they were given a guarantee that the course would be offered. On the other hand, the department could not offer it without some assurance there would been enough qualified students to take it. In order to break the deadlock, the decision was taken to make the course accessible and appealing to all students who had already fulfilled their language requirements, the majority of whom were neither business students nor even French majors. Thanks to this open door policy we adopted and the approach we used, the course was successful. Since the need for such a course is not unique to Southwest Texas State University, a description of the main ingredients of that success may be helpful to anyone planning to teach a business course.

First ingredient: A Common Core Material

A dozen students enrolled, three who combined French and business and nine others who, through their majors or minors, were interested in International Studies, Spanish, English, Home Economics or Communications. To meet these divergent interests, the material studied had to be individualized. However, to make teaching possible, some common core material was also necessary: a textbook and a bilingual commercial "formulaire". In the long run using an excellent textbook proved to be one of the first ingredients of success; so, it is important for it to have as many as possible of the following qualities.

1. It lends itself to diversification of interests through a great variety of topics which can serve as points of departure in a variety of directions. A text is good if it has chapters or sections dealing with the main division of the School of Business of the university where the course is taught (Economics, Accounting, Computer Information Systems, Finance, Administration, Management, Marketing, for example). It is very good if, in addition, it deals also with communication and mass media, publicity, postal services, personnel, energy, main industries, agriculture and transportation. By analogy with the French Guide Michelin, the three-star status goes to the textbook which treats problems American businessmen must face when they have to deal with customs taxes, financial institutions, labor

unions, chambers of commerce, in French speaking countries.

2. In order to be accessible to non-French majors, it cannot be written entirely in French. Therefore, French-English vocabulary lists and a bilingual glossary at the end of the book is an absolute requirement. This means eliminating books like Dany's Le Francais des hommes d'affaires, and Cresson's Introduction au français commercial, in spite of many attractive features such as accompanying tape programs.
3. The text should be up-to-date in its contents, including important new financial institutions such as "Le Crédit de Mobilisation des Créances Commerciales" (a new banking technique). This often implies up-to-date terminology. For example: It is not enough to talk about "l'ordinateur" and "l'informatique", words which now appear in first year texts; it is necessary to familiarize the students with "la robotique", "la bureautique", "le vidéotex" and "le télétel".
4. Dialogues are necessary: Business cannot be separated from conversation; technical terms are not used in a vacuum. It is important to mention here that several students enrolled in the course with the understanding that they would have an opportunity to work on the oral communcation aspect of business transactions.
5. Exercises are always needed to help assimilate new words; they are doubly important in a course which

caters to the needs of non-business students. Of course, if they are not included in the text, the teacher can prepare questions which test the students' understanding of new concepts, as well as case studies which bring the business world to the classroom and lead to discussions and debates.

6. Finally, to bring a sense of authenticity and concreteness to the course, good realia are helpful. Samples of warrants, bills of lading, postal checks, stocks and bonds, adds for jobs are found in several texts, but not in all of them. Among the textbooks available on the market at that time, Patricia Cumming's Commercial French was the one which best met the above list of criteria.

A bilingual business dictionary or "formulaire" is another important part of the common core material. Such a dictionary allows students to tackle articles outside the textbook. Unfortunately, the selection is very limited. We opted for Gilly's Formulaire commercial.

## Second Ingredient: Material Outside the Common Core

Material outside the common core can be divided into three categories: general texts, specialized texts, magazines and newspapers. General texts are books which could be used as textbooks. From those, excellent chapters can be assigned, exercises borrowed, realia used, and better explanations and definitions quoted. Below is a short list of such books. Except for those marked by asterisks, available at the university library, all of them came from the instructor's personal library. With a long waiting list and a small department budget, it takes months, sometimes years, before the books ordered get on the shelf. Therefore, in this kind of undertaking, the teacher's personal library is a definite asset.

## GENERAL TEXTS

Benouis, Mustapha. Le Français économique et commercial. New York: Harcourt Brace Jovanovich, 1982.

*Cresson, Bernard. Introduction au français commercial. Paris: Didier, 1982.

*Cresson, Bernard. Introduction au français économique. London: Harrap, 1971.

Cumming, Patricia. Commercial French. Englewood Cliffs, New Jersey: Prentice Hall, 1982.

*Dany, Max. La France des hommes d'affaires. Paris, Hachette, 1975.

Guback, Denise. Français commercial. Théorie et correspondance. New York: Holt, Rinehart and Winston, 1984.

Oudot, Gobert. La France: culture, économie, commerce. An introduction to business French. Boston: Houghton Mifflin Co., 1984.

Saugues et al. Commerce Série Aide-mémoire Dunod I L'entreprise. Les Relations extérieures de l'entreprise. Paris: Dunod, 1969.

Rideau et al. Commerce. Série Aide-mémoire. Dunod. II. La Fiscalité. Législation du travail. Paris: Dunod, 1971.

The second category, specialized texts, includes books which are too narrow in scope to be chosen as the common core material, yet extremely useful in the individualization of assignments. Thus, one student desirous of perfecting and expanding her written French used Harvard's *Bilingual Guide to Business and Professional Correspondence*. Another who was going to be working in her father's office during the summer, decided to kill two birds with one stone by studying Lentz's *French in the Office*. Two French majors, interested in developing their oral communication skills, simulated situations of traveling salesmen abroad, based on Nuss's excellent dialogues in his *Export Marketing: French*. The following list will give an idea of some of the texts available.

## SPECIALIZED TEXTS

Albertini, Jean-Marie, *L'Economie française: initiation*. Paris: Editions du Seuil, 1971.

Dany, Max et al. *Le Français de la banque*. Paris: Hachette, 1978.

Garnier, Pierre, *Comptabilité commerciale*, Comptabilité générale. Paris: Dunod, 1982.

*Georgin, René. *Le Langage de l'administration et des affaires*, Paris: Les Editions sociales françaises, 1954.

*Gilly, Lucien. *Formulaire commercial*. Français-anglais. Paris: Dunod, 1970.

*Harvard, Joseph. *Bilingual Guide to Business and Professional Correspondence. Guide Bilingue De La Correspondance commerciale et Professionnelle*. New York: Pergamon Press, 1965.

Lentz, M. et al. *Le Français au bureau. French in the office*, London: Longman, 1967.

Rapin, A. *Cours de commerce. Les Entreprises commerciales, documents*, Paris: Dunod, 1980.

Rover, Michelle. *French for Business Studies*. London: Longman, 1973.

Nuss. A.M.F. Export marketing. French, London: Longman, 1979.

Renty, Ivan De. Lexique de l'anglais des affaires. Livre de poche. Paris: Librairie generale francaise, 1973.

Recent newspapers and magazines are also very much needed. Whatever is a current topic of discussion on TV and in the press will generate more interest than edited articles in textbooks which, by the time they reach the students, may have lost their urgency or even their relevance. There again, the university library was not very helpful. It is not possible to count on the business articles in Paris-Match or even Le Monde to fill classroom needs. A contact in Paris, a chief accountant for an insurance company, provided books for the instructor's personal library as well as samples of twelve magazines once or twice a month. Some magazines like L'Express, Le Point, L'Observateur, Realites, even though not specialized in business, are filled wtih articles dealing with economics, main industries and international relations. Non-Business students had a tendency to choose these magazines (written for the public at large), but they were encouraged to read also Le Nouvel Economiste, Les Echos, Expansion, Valeurs actuelles, L'Usine nouvelle, Le Moniteur, and Problemes economiques, so they would have an opportunity to meet their newly acquired vocabulary in different contexts. [Added to this list is Hebdo-Canada, which the department receives free of charge.] With all this variety of material, one more step was necessary: the integration of all these sources of information with the material found in the textbook.

Third ingredient: Individualization of Assignments

The topic card. For each chapter, branch of business or topic, cards were made listing articles from magazines or book chapters dealing with that particular topic. For lack of a more creative term, I call it the topic card. Below is a sample.

Le compte en banque

1. L'ouverture d'un compte SP 2
(Dany et al. Le Francais de la banque
Module 2, Dossier 1, pp. 64-82)
Documents de controle, procuration en compte-joint.

2. Les Avantages d'un compte SP 2
(Dany et al. Le Francais de la banque
Module 2, Dossier 2, pp. 82-92)
La carte bleue, les guichets automatiques bancaires ou financiers.

3. Diverses sortes de comptes ouverts dans une banque
(Saugues et al. Aide-memoire Dunod: Commerce
pp. 162-165)

4. "La carte bleue: Les distributeurs en vacances SP 3
(Le Nouvel Economiste 8/23/82, p. 64)
D A B Distributeurs Automatiques de Billets

5. "Banques: Alerte general au casse electronique" SP 3
G 2
(Le Point 10/4/82, pp. 93-94)
D A B Trois vols

6. Reclame pour "La carte bleue" G 1
(Le Nouvel Observateur 11/6/82, p. 84)

On the right hand side, I have left space with several goals in mind. First, whenever I could read a magazine before a student borrowed it (and that was not always easy), I evaluated the level of difficulty of the article and assigned it a code symbol from the following list:

Language Level
Code used on the Topic Card

| | |
|---|---|
| G1: | Very general. It can be used without too much difficulty by a student who has had two years of college French. |
| G2: | General, but rich in words, expressions, usually not studied in the first two years. |
| SP1: | Slightly specialized. The vocabulary is not hard, but one has to know something about the topic, as well as references, allusions (to certain events, people), to fully understand the message of the article. |
| SP2: | Contains specialized vocabulary acquired in the course from the textbook. |
| SP3: | Contains specialized vocabulary which goes beyond what has been acquired from the textbook. |
| SP4: | Highly specialized. It would take a native well versed in this field to fully understand the message. |

Let me mention some of the potential uses and benefits of the topic card. I say some, because another instructor could add more columns and increase its uses and benefits.

1. It provides a rich source of information for the individualization of assignments. It allows the instructor to answer positively the recurring question: "Do you know of a good article I could read on that subject at my language level?" Translated into more honest terms such a request means: "I would like to read an interesting article on that subject because it appeals to me, but, frankly, I am not willing to spend

hours looking up every new word in a dictionary. Besides, I may spend two hours going from article to article before finding the one which suits my interest and level." And this is perfectly understandable; the purpose of the course is not to develop a skill in word finding. Of course, there is some merit in letting students thumb through pages of different magazines. In the process of finding one suitable article, they will peruse through several others and benefit from the extra reading. However, letting them find their own article has also its drawbacks: Human nature being what it is, "the right one" may be an easy ten-line article at the G1 level, which would be of little practical benefit.

2. The topic card is also a useful reference to prepare a test which evaluates reading comprehension or mastery of new words. Such a test should meet three conditions: a) it should correspond to a topic studied in the textbook; b) it should be written at a level students can handle without a dictionary, and c) it should contain specialized words they all have learned. All the instructor has to do is to turn to the topic card and look for articles rated SP2, that is, articles containing specialized vocabulary acquired in the course from the textbook.

3. A third use of topic cards is that they represent a source of information for a panel discussion. When I discovered a series of articles dealing with

multinational societies in general and others describing the evaluation of a particular one, namely Airbus, I asked the international studies students if they would like to distribute the articles among themselves and make the evolution of this multinational organization the subject of a panel or group discussion. They agreed and made an excellent presentation.

L'Industrie aeronautique

| | | |
|---|---|---|
| 1. | L'Airbus est ne" | SP2 |
| 2. | "Organiser le travail en commun" | SP2 |
| 3. | "Se Repartir le travail" | G2 |
| 4. | "Le vol inaugural de l'airbus"<br>(Dany, Max. Le Francais des hommes d'affaires. (pp. 92-100.) | G2 |
| 5. | "Les societes multinationales"<br>(Dany, Max. Le Francais des hommes d'affaires.<br>Module 3, Dossier 2. | SP2 |
| 6. | "Airbus-Boing: Match a tire d'aile"<br>"L'Express 11/5/82, pp. 58-59).<br>10e Anniversaire d' Airbus. | SP3 |

4. Topic cards are also a source of information for written assignments. Since it is not unusual to find articles written about the same event in different magazines, students were asked to make a comparative study of the articles and to write a short essay giving a quick analysis of the different points of view.

The student card: Another tool to individualize assignments involves the use of the student card. On the first day of school, students fill out a card on which they indicate,

971

among other things, their major and minor and their personal interests or hobbies. The instructor may then use this information in a creative way. For example, one student, a horse lover, was invited to talk about the strange economics of horse racing. Another, who had spent her childhood in Algeria, found it interesting to read the article "Algérie: La France redevient un partenaire privilégié" (Expansion 9/9/82). A third student, an art fan, often read the section "marche de l'art" in different magazines. Even though personal interest led students occasionally to choose certain articles of perhaps less professional utility, it was the nature of the students' major or minor that guided their choice most of the time. The following examples demonstrate the diversity of student generated individualization.

### Individualization:
### Topic Chosen in harmony with major or minor fields

Student A:
    Spanish/French.
    "Cent banques pour la dette extérieure du Mexique" (Le Figaro, 8/22/82.

Student B:
    Spanish/French.
    "Espagne: La modernisation crée une nouvelle demande de technologie: (Expansion 9/9/82).

Student C:
    "La Politique des contrats régionaux en Ile de France (Le Moniteur, 10/20/82).

Student D:
    French/Business.
    "Le Rush des Belles Etrangères"
    (L'Express 8/23/82)

Student E:
    French/Business

"Prix pirates et compagnies: Vols à l'arraché" (Le Point 8/29/82)

Student F:
International studies.
"Demain le FMI à Toronto" (La Vie française 9/3/82).
FMI = Fond Monétaire International

Student G:
Home Economics/French
"Distribution des biens de consommation: Tupperware."
Rover, Michelle. French for business studies.

Student H:
English/French
"Le midi délaissé" (Le Nouvel Economiste 8/23/82)
Vacances - Economie du pays

Student chose these topics without any suggestion on the part of the instructor, following their natural inclination. So, it is not surprising that two Spanish majors would wish to talk about Mexico and Spain; that French majors would turn their attention to French political and financial problems; that a major in international studies would be interested in the International Money Fund; and that a home economics major would like to share an article on the distribution of tupperware.

### Fourth ingredient: Time Distribution

Proper use of class time was certainly an ingredient of success. The class met an hour and a half on Tuesdays and Thursdays, the first day being reserved for common core material, the second for individual projects. As might be expected in such a course, there was a difference between the business and non-business students in the ability to assimilate business concepts. Few people are born with an innate understanding of banking transactions, the politics of import and export taxes, let alone the mysteries of stocks and bonds. Therefore, on Tuesdays, as we went over the text, the vocabulary and exercises, I made sure the non-business students had a grasp of the essential points. Once in a while, English was allowed in order to resolve lingering doubts. Business students also came to the rescue, delighted to find some poor uninitiated souls in need of their help. Thursdays were devoted to oral presentations, panel discussions, case studies and simulated business situations. Most students gave a minimum of four oral presentations, but three very ambitious ones doubled and tripled that number. To avoid monopolizing the class time, they agreed to give their reports on a one-to-one basis, by appointment, in my office. That solution proved to be satisfactory to all of us.

## A Positive Experience

At the end of the semester, students filled out a questionnaire, giving their anonymous evaluation of the instructor, the course and the method used. I am very pleased to report that the many comments, which were unsolicited, were very positive. Business and non-business students all felt the course had been both informative and personally rewarding. This meant we had reached the goal we had in mind, i.e., to find a balance between the teaching of a solid common core material centered around the main branches of the business world on the one hand, and adapting the course to the personal needs and interests of the students on the other.

I believe we succeeded in attaining our goal because of the four ingredients in our formula:

1. Some common core which lended itself to diversity of interest and was accessible to non-French majors.
2. An abundance of material outside the common core which was up-to-date and provided a source of information for oral and written individualized assignments.
3. A system of classifying existing and incoming material into different levels of language which facilitated the individualized of assignments.
4. A proper balance of our class time between activities centered around the common core material and those centered around students' personal interests, especially those of the non-business students.

# COMPTES ET CONTES: THE USE OF LITERARY TEXTS IN BUSINESS FRENCH COURSES

Dr. Ruth L. Caldwell

Associate Professor of French
Department of Modern Languages
Luther College
Decorah, Iowa 52101

# COMPTES ET CONTES: THE USE OF LITERARY TEXTS IN BUSINESS FRENCH COURSES

The first words of the title of this paper indicate its basic message: there is a common ground for the seemingly divergent fields of business and literature, just as the two French verbes, compter and conter, have a common origin in the Latin "computare," and function in the same way as the English expressions "to keep an account" and "to give an account of." Both the fields of accounting and narrative literature have a discourse and the common goal of presenting a series of events, and this fact suggests that these two different discourses and their related disciplines could shed light upon each other.

These assertions are based, not on abstract contemplation but on practical experience, and in particular, a course I have given in the last two years. In thinking about texts and topics for a fourth semester course, I realized that I was facing a mixed student clientele. It has been presumed in our departments that by the fourth semester, the rudiments of grammar ought to be mastered, and that the students could further practice written and oral expression in the exploration of some literature. But, precisely because the college and department are small, I knew most of the students likely to take fourth semester French. Several were pursuing majors in accounting or management, and French was only a secondary interest to them. Others were non-committed students, exploring the curriculum, and a few others were heading toward a traditional French major, with an emphasis on literature. While it would seem best to have different courses to attract all three types of students, with our limited staff and enrollment such tracking is impossible, and so this combination course was born. Such a course can make a difference in enrollment, since several business students would not have selected the course had there not been material related to their majors.

The choice of texts in such a course is crucial, since both business and literature students must be satisfied. There is a variety of texts in business French available, but almost all are loaded with specific facts and repetitive exercises and are not likely to attract the reader interested in literature and uninitiated in business. La Vie des Affaires, by Fontenilles and Heimerdinger, seems the best option.[1] It is general and usually simple enough for the uninitiated student, and its scope is contemporary, including good roles for women. But the feature most compatible with a supplementary literary text is the use of a constant character, Jean-Paul Dupré, who appears in all of the chapters except those in which his superiors or colleagues have a leading role. While some other texts use characters in the introductory dialogues, only Jean-Paul Dupré is a character who develops somewhat: in the first chapter he is graduating from HEC, the equivalent of Stanford or Wharton, and in the final chapter he receives an important promotion to export manager of an enterprise that is expanding. This is rich ground for the comparison with a protagonist in a story or novel, particularly a nineteenth century French one, which happens to have been my choice.

Balzac's Le Père Goriot, first published in 1835, seems an unlikely text for either business or fourth semester French.[2] The relation of business to the story is not necessarily obvious, and linguistically, it is a difficult text for the inexperienced student, particularly in the beginning. However, there are some good reasons for using it. First of all, the use of one author and one writing style is advantageous. It is not at all clear that the more prevalent intermediate texts, with their selections from various authors, are more satisfactory for students at the intermediate level, for they must constantly adapt to different writing styles. With Le Père Goriot, the students must first enter Balzac's narrative world, and the teacher can help, by providing an extensive glossary, which also includes business terms and historical references, and by adapting Janet Swaffar's preview method[3] in order to prepare them for their reading assignments at the beginning of the novel. Once the students have been prepared to enter Balzac's world, they can understand it, the texts gets progressively easier, and the students finish the semester with the knowledge and satisfaction that they have read a complete novel in French. The novel is a classic and should, and in my experience did, hold the attention of its readers. (One of my students told me: "This is as exciting as General Hospital!") Finally, this nineteenth century novel is relevant to business, as indeed are many nineteenth century novels of Europe, where we see conflicting business practices and the rise of high capitalism, the system assumed and never questioned in the contemporary business textbooks.

Procedures for handling the two different texts may vary: they may be treated separately, in each half of the semester, or the reading of the novel may be a semester event, with 3-4 days devoted to it and alternating with 3-4 days on a chapter in the business text. (This schedule assumes a week of four class days.) Both methods have their advantages and drawbacks. In the first case, it can be useful to begin with the easier text, especially if, as in the case of the business text, there are exercises that recall grammatical structures and problems. But when one book is taken up only after the other is finished, the students tend to forget the first book. So despite its schizoid appearance, I have found the alternate style to work best, since once the students get over the initial confusion, they appreciate the variety of pace offered by the two texts and they are most apt to make interesting comparisons. It was not possible, in our fourteen-week semester, to complete more than eight or nine of the fifteen chapters of La Vie des Affaires. However, some of the chapters are repetitive of earlier ones and can be reviewed by the student later without much supervision.

Both books are best covered by frequent short testing. Written examinations for La Vie des Affaires should be open-book, since at this level the student cannot be expected to assimilate many terms and it is more important to know where to find the terms one needs. Oral tests, given in conjunction with the written, involve individual interviews where each student, without the help of the text, summarizes the relevant dialogues. Similarly, with Le Père Goriot, written tests focus on closed-book identifications as well as open-book essays, while in oral interviews the student summarizes the developing plot or explores a simple object (a theme or character of a particular section).

As for class activities, the translation exercises of La Vie des Affaires can provide a refreshing change of pace, if they give rise to a class workshop, where students compare different versions of sentences they have prepared. Also, some of the questions of the text may be expanded or grouped together so that students may give short oral presentations on various topics (such as a given product, where it is made and where company headquarters are, or a recent labor dispute that has involved a strike). Specific techniques, such as proper form in commercial correspondance, need not be the chief focus of this or any business language course, especially since word processors and computerized files will in the future greatly reduce the complexities of producing these forms. For Le Père Goriot, some of class time must be devoted to explaining or preparing for the reading assignments. The discussion, however, focuses on economic issues and points of comparison and contrast with the business text, since this is the crux of the course.

The kinds of questions asked about the two texts taken together depend of course on which texts have been chosen. La Vie des Affaires and Le Père Goriot lend themselves to three types of activities: 1) clarification of specific business terms, 2) comparisons and contrasts of business practices in the two texts and 3) the identification of basic business structures in society, as the novel provides a sort of case study. The first activity is the most limited, since one cannot expect a novel to have an enormous amount of business terms. Still, in Le Père Goriot there is a vocabulary concerning property and annuities that needs to be explained if one is to understand fully the marital problems and retirement benefits of two major characters. There is indeed one term that is crucial to the understanding of two of the most dramatic moments in the novel. The "lettre de change," while referred to only indirectly in La Vie des Affaires, is discussed in most business texts. Let us recall the advantages of this type of payment over a check: there is a time period involved before the debt is due and the "lettre de change" may be endorsed more than once. These two facts enable Rastignac, the main character of the Balzac novel, to agree to sign a "lettre de change" for 3500 francs initiated by Vautrin, who has lent him 3000 francs and even provides a special fiscal stamp necessary for this transaction. When Rastignac repays Vautrin before the due date, Rastignac keeps the "lettre de change" with its fiscal stamp whose maximum allowance is much greater than the sum he owed Vautrin. Thus Rastignac is able to sign it over to Goriot, who needs 12,000 francs for his daughter, for whom Goriot endorses the document. In either case the pauper Rastignac can sign because he has a year in which to come up with the money. And Goriot did not have to wait to get the actual money before giving it to his daughter. Without an understanding of how the "lettre de change" functions, and particularly the time frame involved, it is difficult to appreciate fully these two critical passages in the novel. One can, of course, simply gloss over these "money parts," but to do so, particularly in Balzac, is to ignore the much larger picture he is depicting of a society preoccupied with and moved by the force of money.

The type of society Balzac exposes becomes even clearer if one compares other facets of the novel to topics in the business text. For example, the first two chapters of La Vie des Affaires explain the three basic types of business structures: proprietorship, partnership and corporation. Jean-Paul Dupré, upon the point of graduating, talks to his law professor about these three options. Although it is established that Jean-Paul is ambitious and independent, he also has no capital and therefore is not able to start his own business. A partnership does not appeal to him because of the immense potential for liability involved. So it is concluded that Jean-Paul should seek employment in a corporation, in order to gain experience, and perhaps later branch out into his own endeavors. This is of course a practical way the text has of limiting the subject matter to that of corporations, although much of the material covered, such as marketing, banking and finance, also applies to smaller enterprises.

Curiously enough, we can see the same kind of elimination in Le Père Goriot. The plot does not directly reveal this elimination, however when students are invited to find in the novel examples of the three types of business structures, they come up with interesting results. The people who have been involved in a proprietorship or a partnership are the losers. Mme Vauquer, a proprietor in spite of herself, runs her own boarding-house, but must constantly scrimp and cheat, in the unfullfilled hope of security. Rastignac's parents, small impoverished vintners, scarcely have the money to send him to Paris to study law, their perception of the key to success. Goriot of course is the ultimate loser of the novel, even though he had been a successful small-business owner. Goriot's very business acumen is the reason for his downfall. Balzac has one character say that they grain business seemed to have absorbed all of Goriot's intelligence. Indeed, he adores his daughters and thinks he can buy their affection, and security, just as he had been able to buy out competitors, and build his business, and so by neglecting the human dimension, he loses everything. As for partnerships, the only example in Le Père Goriot, is that of an illegal one, the Society of the Ten Thousand, founded by Vautrin and his convict friends. Vautrin's arrest puts into question the future of this enterprise. Since Rastignac's future is left ambiguous, the only possible success in the novel is that of the Baron de Nucingen, a banker, who is a new breed of businessman. One can see his role displacing that of the money-lender Gobseck, the last resort of the desperate, and in the Baron's speculations, we see a far greater challenge and profit than in the outmoded gambling houses frequented by Rastignac and his acquaintances. True, Nucingen is involved in questionable international banking and phony construction deals, but he maintains the upper hand throughout the novel and defeats his wife, Goriot's other daughter. The corporation wins out, and in this fact one can see a development and point of conflict in the French nineteenth century. Students are also invited to reflect upon the 20th century and the role of the individual and the corporation, particularly the multinationals.

Other observations can be made in comparing the texts with regard to ethics, and the role of women, marketing, advertising, research and sales. The two texts shed light upon each other as they contrast the business practices of two different centuries, and certainly there is great development of what was lacking in the nineteenth century. But what is missing from La Vie des Affaires, and rightly so, given the book's aim, is any serious analysis of human drives and emotions. Conflicts are negotiated with reason and we know nothing of Jean-Paul's personal life, something which could affect his professional life. Although the Balzac novel is an extreme and biased view of business, perhaps it acts as a correction to the Dupré story. Certainly the image of Goriot, the shrewd businessman but utter social fool, acts as a caveat for students, at least those interested in business in a French context.

Student reaction to this type of course has generally been favorable. Not surprisingly, the business majors find the course the most useful, because they can fully appreciate both texts used. Almost all the students, however, see the value of La Vie des Affaires and particularly the exercises in translation and commercial correspondence. Interestingly, the preferred text by far was the novel, and this preference was even indicated by business majors. Other novels can be used of course, both nineteenth century and contemporary, such as Zola's Au Bonheur des Dames (1883), which depicts the competition between department store and small retail store or G. Perec's Les Choses (1965), an ironic portrayal of the life of two people in advertising. There is also the possibility of an anthology, such as volume 2 of Le Français Commercial published by Larousse.[4] In this book there are passages from a variety of literary texts, especially contemporary ones, but also even one from La Fontaine. However, most of these passages are too short to engage the literary interest of the student. A great deal of the course's difficulty could be removed by setting the course at a higher level: third or fourth year. At such a level, majors might read more than one novel. However, this strategy could eliminate many potential students who are business majors. Thus, although this fourth semester course won't assure any student of passing the Paris Chamber of Commerce exam, it has been a start in reconciling various student interests.

Born out of practical necessity at a small college, the literature and business course has nevertheless a sound philosophical justification. In a liberal arts curriculum there should be no vocational training as such, without some philosophical base. Most business French texts present facts the way they are with no attempt at creating a historical or cultural context or critical review of the system. The literary text can serve to raise some interesting questions in this regard. On the other hand, the literary world is not a closed one. When one ceases to "skip the business parts" of some modern novels and instead focuses attention on what is said, a much richer portrait of society, and of literature's role, comes forth. Finally, combining subjects in this way is a start in the elimination of the language/literature split bemoaned almost everywhere in language departments. The two disciplines cannot exist independetly, in any context. As for the combination literature/business course, literature can make the business memorable, and business may make the literature comprehensible.

# ENDNOTES

[1] Alfred Fontenilles and Mark Heimerdinger, La Vie des Affaires (New York: Macmillan, 1981).

[2] Honoré de Balzac, Le Père Goriot (Paris: Librairie Générale Française, 1972).

[3] Swaffar, Janet K. "Reading in the Foreign Language Classroom: Focus on Process," Die Unterrichtspraxis, 14 (Fall 1981), 176-94.

[4] M. Bruézière and J. Charon, Le Français Commercial, tome II "Textes d'étude" (Paris: Larousse, 1978).

# FOREIGN LANGUAGE COURSES FOR BUSINESS - A MODIFIED CASE STUDY APPROACH

Judith Frommer

Department of Romance Languages & Literatures
Harvard University
Cambridge, MA 02138

BEST COPY AVAILABLE

# Foreign Language Courses for Business - A Modified Case Study Approach

I. When discussing materials for Foreign Language Courses for Business, one must first define the type of course for which the materials are intended. A Language for Business course can be limited to basics - learning business vocabulary and the rules of commercial correspondence - or can be broader in scope encompassing the business environment and economy of the target-language country. The course can be restricted to commercial transactions or treat more sophisticated topics such as social legislation or unemployment. The type of course offered at a specific university depends on the students' interests and foreign language ability, and on the aims of the instructors.

Choosing the larger interpretation, as I did in designing "Le français des affaires" at Harvard, creates the problem of organizing different types of subject matter into a course syllabus. The details of business correspondence and filling out forms for all sorts of operations must be included, since many students want to take the exams of the Chambre de Commerce et d'Industrie de Paris (C.C.I.P.), or have immediate plans to work in France (or a francophone country). At the same time, more general topics such as "les catégories socio-professionnelles," or French attitudes toward advertising must be included. The problem of fitting this diverse subject matter into a coherent whole is compounded by the mechanical nature of some of the material, such as writing checks or filling out transport documents, and by the seemingly endless list of topics included in some French for Business textbooks. (In one in particular, there are forty-five different headings and sub-headings). What is needed, then, is a way of unifying this fragmented material, while making it interesting and stimulating.

Using a case study based on an existing French company is one solution to the problem. It is possible, by choosing the right company, to include all elements which must be treated in the course. Because the transport document is for a product the company will ship, it is no longer an unrelated form disassociated from the other topics on the syllabus. As we will see by examining a particular case today, it is possible to include points which otherwise would be ignored. All of these points become meaningful as the students understand how each one is integrated into the company organization and activity. In addition, as we will demonstrate later on, the relationship between the company and the economy allows even general economic information to be related to the case study. Another reason for using a case study is that it is authentic. While it is nice, when teaching traditional language courses, to include realia in the materials, in a business course it is absolutely essential. In such a course we are presenting a real-life situation; it would be ironic to do so with fictitious materials.

A final advantage of the case study method is that it is a method. The presentation of a whole company shows students how to look at a company. The way in which various aspects of business are related to the case provides a model of how a company should be analyzed both as an independent unit and as an element of a foreign economy. It fulfills the largest goal of the Language for Business Course which as we have seen, is not only to present a particular foreign country, but to teach students about cultural variations, to help them to understand and to deal with what they may find anywhere.

II. Let us now turn to the case study at hand, undertaken in 1980 during a "stage" at the C.C.I.P. The company is Valeo, a large French corporation whose main activity is the manufacture of auto parts. Valeo has subsidiaries in seventeen countries and is the 48th largest industrial corporation in France. It performs all the standard functions of a company including manufacturing which is often omitted in French for business curricula.

The case study, intended for use with students at the third-year level, is organized in sections, each having three parts -- descriptive or explanatory texts, authentic documents, and questions and activities. The importance of each part varies with the section. (see Appendix A) The case is presented in top-down order from the largest division of the company to the smallest. In the introduction the parent company is presented. In Part II a subsidiary is introduced, with one of its factories studied in Part III. Part IV treats the commercial subsidiary which does the marketing and sales of the products manufactured by the factory in Part III. The texts are written clearly, an effort being made to use business terminology but to simplify

994

administrative style, whenever possible. The purpose of the texts is to give a description, not to cover all details involved. They include those points which will be useful to students, and which are aspects of business in France covered in the course. For example, details of production and accounting are not emphasized when the factory is discussed, because "Le français des affaires" is a course in French, not in accounting or engineering.

The appendices to each part contain the documents, which range from a map showing the location of the companies in question to the factory newsletter, or the order blank used by the commercial company. (See Appendices B, C, D) We will come back to these later.

"Le français des affaires" is principally a language course, and therefore the case study has a fourth element which is not included in the written booklet. Accompanying the case study are a series of recorded interviews with employees of the company. These cassettes serve a number of purposes. First of all, they reinforce the authenticity of the case study, imbuing it with another dimension of reality. The marketing manager mentioned in Part IV of the study comes to life when a student hears his voice. Secondly, the cassettes provide material for improving students' listening skills. For many of our students who will eventually do business in France, this is perhaps the most important skill and it is often ignored in our courses. When attending a meeting in a foreign company the American businessman or woman must be able to follow the conversations of others. The spontaneous recorded interviews give students the necessary practice to do this.

The cassettes allow topics to be developed without adding to the length of the case. In addition, they liven up topics which might otherwise be dull. For example, although, as already mentioned, we are not talking about an accounting course, there are certain terms which students should understand such as value-added tax and cost price. Students find these much less painful when heard on a live tape rather than read. With luck, the person explaining these points can have enough personality to make them enjoyable to listen to. These conversatins, recorded sur le vif, also let students know what words are actually used, as opposed to those which are used in writing or which appear as synonyms in the dictionary.

The preceding description has left out what is generally the main premise of case studies as they are used in the "case study method." Usually the company being studied has a problem which the students are expected to solve. Here is an example taken from the catalog of the "Centrale de Cas" of the C.C.I.P.:

> "Le cas pose le problème de la révision du prix d'un moteur de moyenne et petite puissance - révision demandée par la Direction Générale qui souhaite augmenter les prix pour dégager du cash-flow. Le cas présente les contraintes de prix de revient et des données commerciales (prix, part de marché, estimation du volume des ventes, positions de la concurrence).

Solving such a problem obviously requires an advanced knowledge of business practices and theory. In a liberal arts college, although many students have studied economics, few have a familiarity with or educational background in business. In addition, most of us who are teaching these courses have acquired our knowledge through summer programs and reading. We are not prepared to teach business theory. Besides, the main purpose of our courses is to teach the language and the cultural aspects of business in the target-language country. Finally, the traditional case study, because it is oriented toward the solving of a particular problem, does not present a complete picture of the company. Therefore it does not correspond to the goal of the general French for business course, which is to present all aspects of _l'entreprise française_, nor does it fulfill our purpose in using a case study, which is to relate all the material we want to teach to one company in order to give this material coherency and relevance.

Since this case study is mainly descriptive, providing an overview of the organization and operations of a business, I have used the term "modified case-study approach." The technical details found in studies for business schools are replaced by coherent explanations. Rather than finding solutions to a poor profit picture or an irregular cash flow, students concentrate on understanding the company and on reproducing its activities in class in order to use business language. There are occasionally questions which must be answered or problems to be solved, but they are of a non-technical nature and are usually hypothetical.

III. We now come to the crucial question: how is a course syllabus adapted to take advantage of all the possibilities presented by the case study. Let us look first at a list of the topics that we might want to include in a language for business course. This list was compiled by consulting the tables of contents of a number of "French for Business" textbooks. The topics are:

Types of companies
Company structure
Marketing strategies
Advertising
Sales
Distribution channels
Accounting
Data-processing and office automation
Research and development
National economy - agriculture and industry
International commerce
Banking
The stock market
Unions
Nationalizations
Transportation systems and documents
Insurance
Taxation
Business correspondence
Job applications

This is an overwhelming list combining vast areas for discussion, such as international commerce, with the nitty-gritty

- filling out order blanks or customs forms. By analyzing the case study, we will show how relating these diverse topics to a central theme and presenting them in context makes them more meaningful, thereby increasing long-range memory retention by students. The following table shows the association of general topics to the elements of the case study:

| Case study | Topic |
|---|---|
| I. Valeo - parent company | Types of companies (legal structure) |
| | National economy (concentrations) |
| | Nationalizations |
| | Business correspondence-introduction |
| | International commerce |
| | Company structure |
| II. E.A. Marchal - subsidiary | Company structure |
| | Types of companies (PME/PMI) |
| | Public relations |
| | Business publications |
| | Job descriptions |
| | Research and development |
| | Management styles |
| III. Châtellerault - Marchal Factory | Company structure |
| | Economic geography-national economy |
| | Taxation |
| | Accounting |
| | Social legislation & workers' rights (*comités d'entreprise*) |

| | |
|---|---|
| | Unions |
| | Business correspondence |
| | Job offers and applications |
| IV. S.E.V. Service - sales company | Marketing strategies |
| | Advertising |
| | Sales |
| | Distribution channels |
| | Data-processing & office automation |
| | Transportation systems & documents |
| | Customs regulations & documents |
| | Banking |
| I. Valeo | Stock market |

Considering each section separately, let us start with the first paragraph which gives a basic definition of Valeo as it exists now and a brief history of its evolution:

> Cette étude de cas présente deux entreprises qui appartiennent à une grande société anonyme française: VALEO. Créée en 1923, cette société, qui portait alors un autre nom, exploitait à l'origine une licence anglaise de garnitures de friction pour voitures. Depuis lors, elle s'est considérablement élargie en achetant d'autres entreprises dont la plupart appartiennent aussi au secteur des équipements pour automobiles. Avec les années cet ensemble industriel et commercial s'est diversifié et a étendu ses activités à l'étranger. Aujourd'hui VALEO est un grand groupe industriel comprenant cent établissements implantés dans dix-sept pays différents. Ces nombreuses entreprises sont réparties en neuf branches, chaque branche étant organisée autour d'une ligne de produits ou d'une même activité.

The student starts from the concrete: Valeo, a real company, is a corporation and grew over the years from a small specialized entity to a diversified multinational. This actual situation provides the base from which many topics can be explored, using other sources. The first sentence states that Valeo is a société anonyme - this becomes the springboard for a study of the different legal forms of companies in France. The information on this topic can come from any source - a textbook, the bulletins of the C.C.I.P, magazines or newspapers, etc. This material, which is usually presented in a dry, matter-of-fact style, consists of facts, which are neither interesting nor stimulating, but which must be learned. By relating the topic to an existing company, it is possible to discuss why the company has the form it has, and under what conditions it would take a different form. From a rote exercise the class session can be transformed into a meaningful discussion giving life to dull terms.

The remainder of the first paragraph provides an introduction, again with supplementary source material, to a general overview of the evolution of the French economy in the twentieth-century. Very briefly, Valeo's growth from a small private company producing one item in 1923 to a diversified multinational firm in the 1980's reflects the transformation of France from an agrarian economy to a leading industrial nation. In this case, as above, the supplementary information can come from textbooks or magazine articles. Here, the material is not dry, as in the case of legal forms of companies, but it could seem unrelated to any other topic covered in the course. The case study gives it a relevance, a grounding in reality, which it might otherwise lack.

Two remarks should be made at this point. First, as has been indicated, the case study is not self-sufficient. It is one element of a course, which serves as a focus for all the others. It does not negate the need for a textbook, it merely changes its role. The second remark is inserted here to parry possible objections to the idea of relating complex topics such as the national economy to a few sentences in a text, and covering them in one class session. The hybrid nature of our course allows us to do this. Since the main focus of the course is language, we are offering notions of economy rather than demanding mastery of economic concepts or theory. In France it is the idea of the mid-twentieth century industrialization which students should know about, in another country there may be another aspect of the economy which they must be aware of. The point is that these topics can be introduced in a general way with the case study.

This first paragraph has illustrated how the case study provides material for two of the four areas of learning in the "Language for Business" course as I conceive it: learning facts, and learning about the economy of the target-language country. The other two areas are learning language skills, and learning about business techniques and strategies. I shall now highlight those points of the case study which best perform the function of covering these areas of learning and the topics listed in the table above.

For example, another instance in which the link between the economy and the case study can be made is in Part III, which is about a factory built more than 200 miles from Paris, site of the home office. This leads naturally, in a French for business course, into a study of government efforts to redistribute population and industry. Along with allowing a digression into population statistics, this provides the opportunity to make a brief survey of the regions of France. This is done by having each student play the role of the public relations person of the local Chamber of Commerce who is making a presentation to a group of business people with the hope of having them start a business in their region. This activity not only teaches students about the economy, and gives them facts (in order to talk about the réseau routier, for example, they must know what the term means), it also helps them improve their language skills in forcing them to use numbers and percentages, and to make and interpret graphs.

Language skills are emphasized also in Part II when students learn to write a job description, and in Part III when they write job application letters and their C.V.'s. Again, these are not isolated, disconnected exercises. The job description is written for a position in the Service des relations extérieures, which is thoroughly described in a recorded interview. When they write a job letter, they apply for a job at Valeo, referring to one of the ads which are included in the case study. (See Appendix G)

One of the facts which students studying French business must know about is the C.E. (comité d'entreprise or comité d'établissement), the workers' advisory committees which, by law, must exist in any company having more than 50 employees. This is quite an important point since it is so different from American labor practices. In most textbooks it is explained in a dry manner, but in the case study it is described in the context of the Service du personnel. It is also discussed on tape by the Director of Personnel. The appendices of Part III contain the minutes of the meeting of a C.E. which allow students to fully understand its function. This comes to life when the class simulates a meeting based on the minutes they have read. Since there are union representatives on the committee, this activity also allows a discussion of unions to be introduced at this point.

Part IV of the case study presents the commercialization aspect of business including marketing, advertising, selling, distributing, and collecting payment. By having all these activities related to a real company not only are they more real but they are more clearly understood, as one product is followed from production to sale. Since cultural understanding (or understanding business strategies and techniques) is one of the aims of the course, it is interesting to read about the marketing director's approach to advertising, and to hear him expand upon his ideas in a recorded interview. Slides of advertisements by VALEO and other French companies show students the difference beween the American hardsell and the French effort to amuse and/or create an image de marque, and provide the basis for a generalized analysis of the topic on a national scale. Pointing out that Astérix, the focal point of a recent promotional campaign by VALEO, is an effective advertising symbol in France, but not necessarily anywhere else, we go on to look at other French ads in an effort to see what is specifically French about them.

The authenticity of the act of selling is reinforced by the documents included in the study. Forms are included for ordering, paying, and shipping. (Appendices D, E, F.) Catalogue pages, also included, allow the role-playing the students will do to be linked to a real-life situation rather than being completely imaginary. Students are able to follow the chain of events by assuming the role of sales representatives who sell to retail outlets. They write up their orders or call them in to the order department. The order department forwards them to the warehouse and sends a bill to the client. The goods are shipped and the client pays. He (or she) may also write a letter of complaint. All of these activites become more meaningful to the student because they are interrelated and grounded in reality. The case study provides the framework for learning the specific vocabulary which comes from the accompanying textbooks or xeroxed materials.

The correlation between the parts of a case study and the topics to be covered in a course cannot always be worked out neatly. Returning to our table, Part I appears a second time in order to study the stock exchange. This topic is too complex to be introduced at the beginning of the semester by students unfamiliar with business terminology. By the end of the semester, familiar with Valeo, they are able to follow its stock value in the newspaper and decide whether to buy or sell.

IV. My main point having been that the case study allows nearly all aspects of a Business French Course to be interrelated, giving them more relevance, some may object that the same goal can be attained by having classes create their own businesses. My reply would be that these imaginary businesses lack authenticity, and therefore are not sufficient for the serious business French course. However the student-created business can be used quite effectively in conjunction with the case study. This provides students with the opportunity to reinforce their understanding by replicating the study, and to exercise their judgment by creating a different company which can engage in parallel but different activities.

While convinced of the benefits of the modified case study method as the most effective means of integrating unrelated and often dry material into a coherent and interesting course, we would not propose the model presented here today as the perfect case. A multinational company like Valeo has the advantage of offering all aspects of business, even the retail unit with their new chain of gas stations. Valeo is good, also, in that it shows the complete structure of a large corporation, and in that it represents an industry which is one of the most important areas of the French economy. It illustrates business problems well, since Valeo, as a supplier to the automobile industry is affected by their decisions and crises. A disadvantage is that Valeo's products, windshield wipers and headlights, are not items which usually interest college students. In addition, Valeo's complex and evolving structure can be confusing to students who have had no business experience.

Valeo was chosen by chance and not with any thought as to the pedagogical advantages of one type of company over another. The ideal subject would probably be a medium-sized corporation outside of Paris, having a well-organized structure including all possible business functions, engaged in the manufacture of consumer goods, some of which are exported, and large enough to be affected by all social legislation. It would also be nice if this company were the completely independent subsidiary of a larger company, and itself sub-contracted out a part of its production. It is also possible that presenting students with only one case study during the semester gives them a one-sided view of French business. Using two or three, depending on the length of the semester, would provide greater variety and a clearer picture of the business situation.

Given time, patience, and the cooperation of a French (or foreign) company, it is not difficult to write a case study. The two initial problems are finding a company, and persuading individuals in it to cooperate, a solution to the first problem not automatically providing a solution to the second. Once these two problems are solved, it is necessary to proceed in an orderly fashion. The first step is to obtain the organization chart and as much printed documentation as possible before making an on-site visit. This will allow you to decide how to organize your case study and to select the aspects of the company you would like to emphasize for your particular course. It will also allow you to prepare questions in advance so your on-site visit time will not be wasted. Read about interviewing techniques, and practice interviewing on friends and family before attempting the real thing. Unless you know shorthand it is a good idea to record as many conversations as possible, so that you will have adequate information later when writing the case up. This will also allow you to use appropriate conversations as ancillary audio material. Before starting your visit, make a list of all the different types of documents you would like to include so you can request them in person rather than having to send for them later. An important detail: establish a contact with at least one person in the company to whom you can write to clear up all the points you haven't understood, and to ask for all the documents you didn't know you needed. Finally, remember that whatever you bring back to your students, whether or not it is the definitive case study, will offer them a clearer, closer view of foreign business than they would have had if you had not made the effort.

Harvard University Judith G. Frommer

Appendix A

1008

French Dc: Le français des affaires

Dr. Judith Frommer

## Etude de cas: VALEO

I. Introduction

Texte ---------------------------------- p. 1
Appendices ----------------------------- p. 3
Questions et activités ----------------- p. 14

II. E.A. Marchal

Texte ---------------------------------- p. 15
Appendices ----------------------------- p. 20
Questions et activités ----------------- p. 22

III. Châtellerault

Texte ---------------------------------- p. 23
Appendices ----------------------------- p. 31
Questions et activités ----------------- p. 42

IV. S.E.V. Service

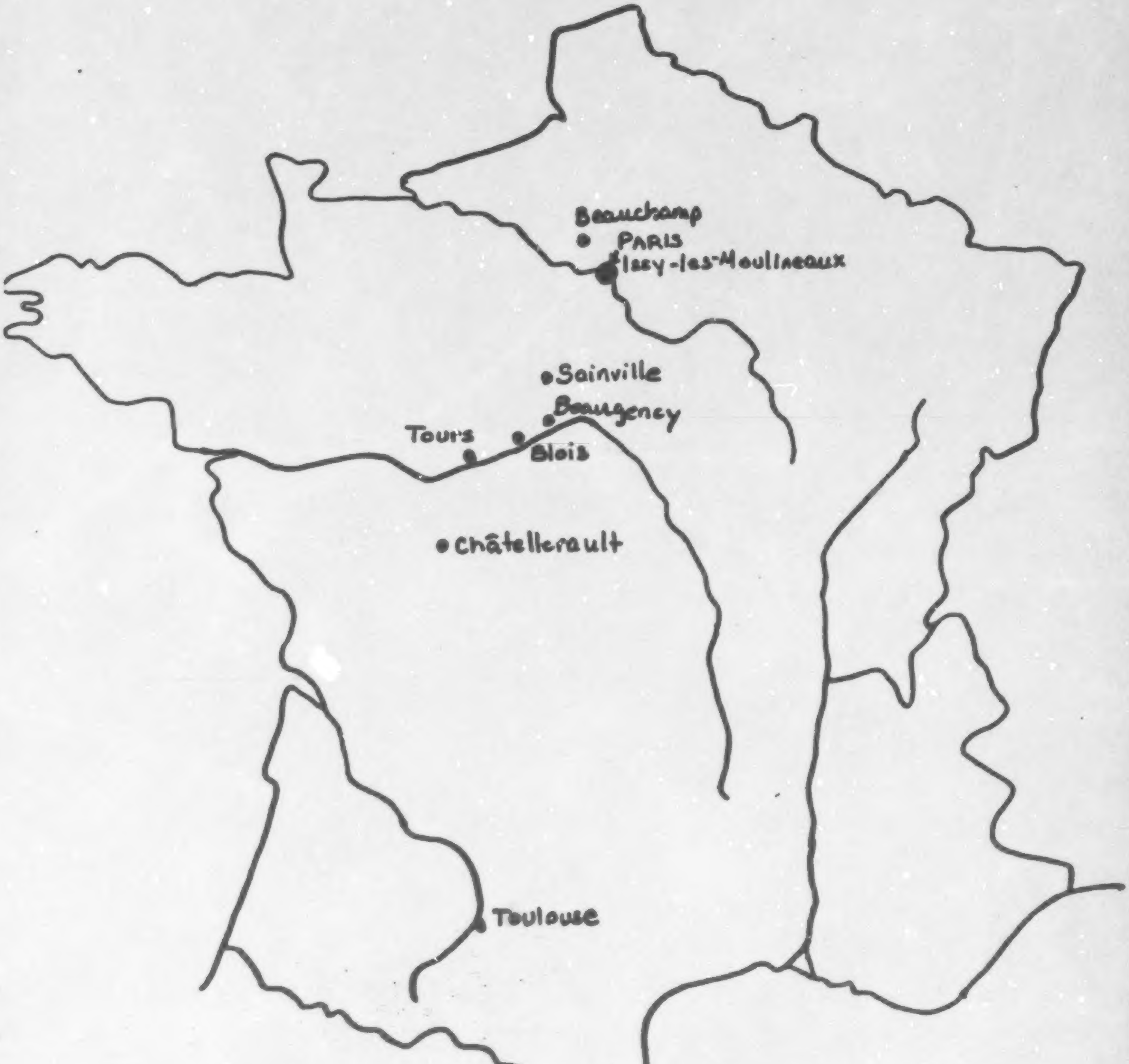
Texte ---------------------------------- p. 44
Appendices ----------------------------- p. 51
Questions et activités ----------------- p. 57

Appendix B

1009

# E.A. Marchal ~ S.E.V. Service

## USINES et MAGASINS de stockage


Beauchamp
PARIS
Issy-les-Moulineaux
Sainville
Beaugency
Tours
Blois
Châtellerault
Toulouse

BEST COPY

Appendix C

# MOTEURS & APPLICATIONS

# CHATELLERAULT informations

SEV MARCHAL

JUILLET 1981 N° 19

*Je voudrais, à travers cet article, et surtout à la veille du départ en congés, essayer d'atténuer en partie les craintes que j'avais plus ou moins exprimées lors des derniers bulletins.*

*Dans cet esprit, j'ai ressorti des extraits de la communication qui a été faite par le Président BOISSON lors de la dernière Assemblée générale de VALEO du 25 mai 1981.*

> *« La pause actuellement constatée dans la croissance de l'automobile est la conséquence directe du second choc pétrolier dont les effets s'estompent peu à peu. Rien ne s'oppose à ce que, progressivement, la demande d'automobiles retrouve une évolution plus normale. Pour simplement remplacer les quelque 300 millions de voitures qui roulent à travers le monde et qui durent une dizaine d'années en moyenne, il faudra produire chaque année au moins 30 millions de véhicules, soit autant qu'en 1980. On peut donc raisonnablement estimer que nous sommes aujourd'hui à un point bas.*
>
> *Les Américains reconstruisent leur outil de production, les Européens mettent à l'étude des véhicules d'un type nouveau ; on commence à voir apparaître une génération de voitures conçues pour un marché désormais mondial, économes en carburant et faisant appel à des technologies nouvelles. Le carburant peut redevenir plus largement disponible (par le fait d'économies réalisées par ailleurs) et son prix retrouver une élasticité propre à juguler toute hausse excessive. On comprend mal dans ces conditions pourquoi la demande ne reprendrait pas. »*

*Et je citerais ce dernier extrait qui entre parfaitement dans la ligne que Châtellerault s'est fixée.*

> *« Nous sommes par conséquent en mesure d'apporter aux constructeurs et aux usagers de l'automobile des produits adaptés aux besoins de l'époque. Nous avons le souci de les proposer à des prix réellement compétitifs. Des actions ont été engagées pour abaisser les coûts de production par la standardisation des produits, par l'accroissement des séries, par l'automatisation des procédés de fabrication. »*

*Nous avions prévu une année difficile ; elle l'est...*

*MAIS,*

*Nous avons foi en l'avenir de notre société et toutes les raisons qui viennent d'être évoquées ne font que confirmer cette foi.*

*ALORS,*

*Puisse cet optimisme raisonné nous aider à oublier une part de nos soucis quotidiens et nous permettre de passer au mieux des vacances que JE souhaite sincèrement très bonnes à toutes et à tous.*

*Le Chef de l'Etablissement,*
*A. FAIVET.*

## Le service « études »

Dans un précédent numéro, nous vous avions annoncé le transfert des services centraux.

Tout au long de ce mois de juin, vous avez remarqué divers mouvements de matériels. Le transfert du service « Etudes moteurs servitude et essuie-glace » est commencé ; il se terminera courant septembre.

Nombre d'entre vous souhaitent certainement connaître la définition et le rôle de ce service qui porte le nom d'Etudes.

- *Lieu où se fondent les applications des sciences et des techniques (conception, mise au point, élaboration ou amélioration du produit), laboratoire d'analyses et de synthèses où principes et théories sont interprétés, vérifiés, sélectionnés, perfectionnés et concrétisés pour donner naissance à des réalisations mises en fabrication ».*

Il s'agit de réalisations matérielles, certes, qui concourent grandement à l'amélioration du bien-être et de la sécurité de chacun mais qui assurent aussi le présent et l'avenir d'une entreprise.

## ATTENTION, SÉCURITÉ...

*Les personnes extérieures à la société (commerçants, représentants ou techniciens) sont reçues par les acheteurs ou les techniciens de notre établissement.*

*Désormais, à leur arrivée à l'usine, au poste de gardiennage, il leur est remis un BADGE qui permet ainsi de les différencier et de les identifier lors de leurs déplacements dans les services et ateliers.*

## BIENVENUE A NOS VISITEURS

Le 16 juin, les membres du Comité d'Etablissement de SEV SERVICE (Société de Commercialisation de nos produits auprès des grossistes ou revendeurs) ont visité l'établissement de Châtellerault. Ils ont pu ainsi se rendre compte des moyens mis en œuvre pour la fabrication de nos produits.

---

# CONGÉ ANNUEL... CONGÉ

Dans le numéro 17 du mois d'avril, nous avons annoncé les dates de départ en congé annuel.

Alors que les années passées la majorité des salariés partait au premier départ (60 à 65 %), cette année la tendance est inversée puisque 43 % seulement partent le 24 juillet.

### QUELQUES RÈGLES

— *Le congé doit être effectivement pris et ne peut être remplacé par une indemnité ou reporté d'une année sur l'autre.*

— *Les dates de départ et de retour sont fixées avant le départ et doivent être respectées, le non respect de la date de retour étant considéré comme une absence sans motif.*

— *Si, par suite d'accident du travail ou de maladie, le salarié est en arrêt au moment du départ en congé, il pourra, si la date de reprise intervient avant le 31 octobre, prendre son congé à la suite de sa maladie ou à une date fixée en fonction des nécessités du service.*

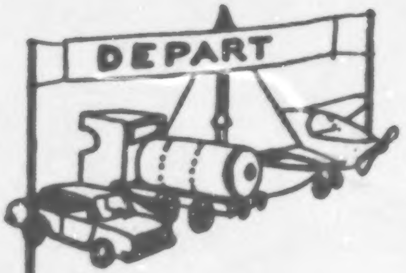
### QUELQUES CONSEILS

— Si vous partez à l'étranger, pensez à vous munir :

- d'une CARTE D'IDENTITE ou d'un PASSEPORT selon le pays visité.

  Les mineurs doivent également posséder une carte d'identité et s'ils voyagent SEULS, une AUTORISATION DE SORTIE DU TERRITOIRE.

- d'un IMPRIME SPECIAL à retirer à la Caisse de Sécurité Sociale afin de vous faire rembourser des frais médicaux au cas où vous seriez malade en-dehors des frontières.



### Votre départ en train

Dans certaines conditions de distances et pour les familles nombreuses, la S.N.C.F. accorde des réductions pour les déplacements en train ; les imprimés spéciaux sont à retirer au service du personnel.

# Votre départ par la route

Bison Futé communique que la circulation sera :

- le 24 juillet : difficile
- le 25 juillet : très difficile
- le 30 juillet : difficile
- le 31 juillet : très difficile
- le 1er août : exceptionnellement difficile
- le 2 août : très difficile
- le 3 août : difficile

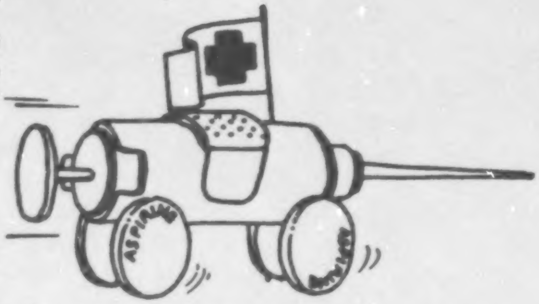
Mais, quel que soit votre moyen de locomotion et où que vous partiez, prenez connaissance des sages conseils émis par notre médecin du travail, Mme Lienaut.

# MEDECINE DE VACANCES

Ayez sur vous votre passeport-vie qui indiquera tant votre groupe sanguin que les contre-indications vous concernant à certains médicaments.

Parents, n'oubliez pas le carnet de santé de vos enfants !

Pensez à des vaccinations antitétanique, antipoliomyélitique et TAB (antityphoïdique) qui sont très RECOMMANDEES.



## Pour faire la route avec vos enfants ayez dans la voiture :

- au moins une couverture ;
- des compresses ;
- une bande Velpeau ;
- des bouteilles d'eau.

**Durant votre séjour,** il vous est conseillé de consulter un médecin pour :

— une mauvaise piqûre de guêpe ou d'abeille ;

— une morsure de vipère (prévoir un sérum anti-venimeux !).

## ATTENTION !

- à la rage si vos sentiments vous portent à caresser tous les chiens et, de toute façon, lavez-vous toujours les mains si vous n'avez pu résister ;
- à la « turista » : diarrhée résultant trop souvent de plats préparés à l'avance, de légumes et fruits mal lavés, de viandes pas assez cuites, de glaces faisant le délice des trop gourmands ;
- aux bains de mer conseillés SEULEMENT 2 heures après la fin d'un repas ;
- aux efforts physiques, en montagne par exemple, qui doivent être modérés les premiers jours ;
- enfin, au soleil dont vous devrez profiter certes mais tout en prenant la précaution de porter un chapeau et de protéger votre peau par des produits solaires à indice protecteur élevé pour les premières expositions car...

Mesdames, n'oubliez pas que...
Seul un bronzage progressif s'avère un bronzage réussi !

BONNES VACANCES.

# HEUREUSE PRE-RETRAITE à 13 de nos salariés !

La signature de la Convention avec le Fonds National de l'Emploi a permis à treize salariés de l'établissement de partir en pré-retraite.

A l'occasion de leur départ, la Direction et les Membres du Comité d'Etablissement ont tenu, au cours d'une sympathique réunion, à leur souhaiter une BONNE et LONGUE RETRAITE.

Le Comité d'Etablissement a offert à chacun un cadeau.

# LE PUY DU FOU

## un voyage organisé par le C.E. le samedi 4 juillet...

*Après un après-midi occupé en forêt de Mervent, nos Châtelleraudais se retrouvent dans le petit village des Epesses, entre Cholet et Pouzauges pour vivre, l'espace d'un soir, la SAGA VENDEENNE racontée dans le cadre de ce château en ruines qu'il fallait restaurer grâce aux bénéfices faits par un grand spectacle.*

*Un texte lyrique d'une réelle beauté littéraire écrit par un énarque, 900 personnes (dont 300 acteurs) des villages voisins fournissant quelque 35.000 heures de travail, une première en juin 1978 et depuis, une réalisation faisant appel à une technique très élaborée avec aire scénique de 12 hectares, quadriphonie avec huit murs sonores, laser, effets pyrotechnique, fontaines lumineuses et 900 projecteurs gérés par un ordinateur, font le succès de ce grand cinéma de plein air qui verra cet été venir à lui à nouveau 150.000 spectateurs.*

*DE L'AVIS GENERAL, NOTE CRITIQUE :*

*Un spectacle de très grande qualité que nous vous recommandons très vivement sur la route des vacances !!!*

# UNE JOURNÉE BIEN REMPLIE

Pas de grasse matinée en ce samedi 20 juin 1981, le départ pour Blois et une rencontre sportive se faisant à 8 h 15 sur le parking usine (MESPLEDE ayant quelques problèmes avec son réveil !).
Voyage un peu mouvementé en car ROYER (n'est-ce pas BAUD ?) et, dans le meilleur état d'esprit et par un temps splendide,

— Châtellerault le vainqueur au classement général final par addition des points des catégories foot-ball, tennis, ping-pong, volley-ball et pétanque et,

— Blois le vaincu mais le parfait organisateur de la journée remettant, en la personne de M. SCHWALLER, un splendide challenge aux gagnants,

se retrouvent devant une sangria avant d'attaquer la spécialité du chef VERSEIL : le méchoui, quelques « tube » de l'année en facilitant la digestion.

Après s'être donné rendez-vous en 1982 pour le match retour, fatigués mais satisfaits, ils revinrent à Châtellerault au petit matin.

---

## NAISSANCES... MARIAGES... NAISSANCES... MARIAGES... NAISS

**Nous FELICITONS :**

Mme Claude CHAGNON (805) et son époux pour la naissance de PAMELA le 3 avril.
Mme Florinda AUROUSSEAU (805) et son époux pour la naissance de YANN le 12 avril.
Mme Marlène FAULCON (856) et son époux pour la naissance de SOPHIE le 29 avril.
Mme Annie RENEAUME (812) et son époux pour la naissance de DAVID le 4 mai.
M. Jean-Michel CAILLE (885) et son épouse pour la naissance de FRANÇOIS le 31 mai.
Mme Monique VAUCELLE (866) et son époux pour la naissance de FLORIAN le 5 juin.
M. Marc MILLOUX (852/853) et son épouse pour la naissance de STEVE le 10 juin.
M. Claude MICHAUD (884) et son épouse pour la naissance de MARJORIE le 25 juin.
Mme Soline BOURDEAU (856) et son époux pour la naissance de BARBARA le 25 juin.

Nous sommes HEUREUX de vous apprendre le MARIAGE de Dominique BONNIN (805) avec Jean AGUILLON le 16 mai 1981.

ILLUSTRATION : L. BONNET · IMP. LUDÉ · CHATELLERAULT

N° COMMANDE DATE N° MARCHAL Appendix D

1014

ICI VOTRE CACHET
OU VOTRE NOM

VOTRE
ADRESSE

A LIVRER A :

# BON DE COMMANDE

à

# MARCHAL

271, Chaussée JULES CÉSAR
95250 BEAUCHAMP
☎ : 413-54-60 TÉLEX SEV-SER [illegible] F

N° 0-100

ne rien inscrire dans ce cadre gras.

NUMERO CLIENT

CAT. DEPT. OU PAYS NUMERO N° ORDRE C.C. T.C. O.P. TAXES SPECIALES

9

1 2 7 10 11 12 13 17

| CODE | QUANTITÉ | DÉSIGNATION | ne rien inscrire ci-dessous |
|---|---|---|---|

BEST COPY

# s.e.v. service

Société anonyme au capital de 10 045 000 F

[illegible]

**[illegible] MARCHAL**

271, chaussée Jules César
95250 Beauchamp, France
Tél. (33-3) 413 54 60. Télex 698615 F
Siège social 26, rue Guynemer,
92132 Issy-les-Moulineaux, France
C.C.P. PARIS 868 92 M
RCS Nanterre B 562 008 359 00043 · APE 5801

# FACTURE

Appendix E

CONDITIONS GÉNÉRALES DE VENTE

N° DE COMPTE

ADRESSE DE LIVRAISON

| | | | | | | |
|---|---|---|---|---|---|---|
| N° CHARGEMENT | FOLIO | DATE | VOTRE ORDRE | NOTRE ORDRE | MODE DE RÈGLEMENT | SECTEUR |

DÉSIGNATION RÉFÉRENCE

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| VOL. | POIDS TOTAL | A LIVRER VIA | MONTANT H.T. | NET A PAYER | NET AVOIR | [illegible] | T.V.A. | [illegible] | [illegible] | AUTRES TAXES | [illegible] |

5015

1016

**s.e.v. service** **s.e.v. service**

[illegible]

Poids

Bordereau n°

MAGASIN · EXPÉDITIONS
271 - 277 Chaussée Jules César 95250 BEAUCHAMP

# BORDEREAU DE LIVRAISON

[illegible] POIDS DATE VOTRE ORDRE NOTRE ORDRE MODE DE RÈGLEMENT

CONDITIONS GÉNÉRALES DE VENTE

DÉSIGNATION RÉFÉRENCE

**s.e.v. service**

Société anonyme au capital de 10 046 000 F

271, chaussée Jules César
95250 Beauchamp, France
Tel. (33-3) 413 54 60. Télex 696615 F
Siège social : 26, rue Guynemer,
92132 Issy-les-Moulineaux France
C.C.P. PARIS 869 92 M
RCS Nanterre B 562 008 359 00043 · APE 5801

VOL. POIDS TOTAL A LIVRER VIA

Appendix F

Appendix G

# OFFRES D'EMPLOI

**IMPORTANTE SOCIETE D'EQUIPEMENTS ELECTRIQUES POUR L'AUTOMOBILE RECHERCHE POUR SON USINE IMPLANTEE DANS LE POITOU**

## UN RESPONSABLE

**SERVICE ENTRETIEN OUTILLAGE**

FONCTION :

RATTACHEE AU SERVICE METHODES, ELLE INTEGRE

- La maintenance préventive ;
- L'intervention et le dépannage
- La réalisation des outillages en aciel ou par sifraitance ;
- La réalisation des machines et leur mise au point ;
- L'organisation du service, la planification des travaux et la gestion du budget

— CONNAISSANCES DEMANDEES :
MECANIQUE ET ELECTROMECANIQUE

— EXPERIENCE SOUHAITEE :
Ce poste conviendrait à une personne ayant exercé une fonction similaire ou connexe à ces techniques et voulant acquérir de plus grandes responsabilités

Envoyer C.V. détaillé sous réf. AE 130278 à
L'USINE NOUVELLE - Service P.A.,
15, rue Bleue, 75009 PARIS, qui transmettra.

---

**IMPORTANTE SOCIETE D'EQUIPEMENTS ELECTRIQUES POUR L'AUTOMOBILE**

recherche pour

**son usine implantée dans le Poitou**

## UN DESSINAT. PROJET.
## I OU II

(2 ans minimum d'expérience dans la fonction) pour études d'outillages sur machines grandes séries. Connaissances automatismes exigées.

Envoyer C.V. détaillé sous réf. AL 190412 à
L'USINE NOUVELLE - Service P.A.,
15, rue Bleue, 75009 PARIS, qui transmettra.

---

# Valeo

**Jeunes diplômés de grandes écoles d'ingénieurs ou de gestion,**

**Valeo, groupe industriel international vous offre de larges possibilités de carrière.**

Dès votre entrée vous accèderez à des responsabilités effectives qu'une formation personnalisée vous permettra de prendre en charge.

Ecrire à Valeo
Direction des Affaires Sociales
Recrutement des ingénieurs et cadres
43 rue Bayen - 75017 Paris

**1er FABRICANT FRANÇAIS D'ÉQUIPEMENT AUTOMOBILE.**

28300 personnes
dont 1400 ingénieurs
et cadres

**Branches d'activités automobile :**

Eclairage – Embrayages – Thermique – Machines tournantes – Matériaux de friction – Moteurs et applications, Allumage – Distribution des équipements automobiles.

**Branches d'activités hors automobile :**

Equipements industriels – Composants industrialisés pour le bâtiment.

1018

# INTENSIVE TEACHER-TRAINING PROGRAMS IN BUSINESS FRENCH IN PARIS, LYON AND VICHY

Dr. Robert Crane

Responsable de programmes
Centre de Cooperation Internationale
Ecole Superieure de Commerce de Lyon
23, avenue Guy de Collongue
BP 174-69130 Ecully, France

## INTENSIVE TEACHER-TRAINING PROGRAMS IN BUSINESS FRENCH IN PARIS, LYON AND VICHY.

The rapid evolution of the language profession in the United States since the mid-70s has brought several fundamental points to the consciousness of the profession, if not yet of the nation : specifically, America's declining language capability and the unhappy consequences for various levels of national and international life. However, the reactions of the language profession to these reverses after more than a decade of struggle may be seen as positive, especially as concerns the renewed awareness of the central position of language in the humanities curriculum and its considerable importance to the specialized schools (business, law, etc...), and the crucial role which language teachers can play in the internationalization of American university studies. These last three points have gradually become relatively widely-accepted tenets of the professsion's emerging rationale.

Meanwhile, on the other side of the Atlantic, those language teachers aware of this trend - for nombrilisme is as French a term as chauvinisme - were agog at the rate at which America seemed to be moving from what was perceived as a rather stodgy literary orientation in language departments toward a more balanced mix of literature with language and culture. But news travels slowly. Only very recently have the consequences of the development of business French, for example, come to the full attention of those most directly concerned in France - the Ecoles Supérieures de Commerce. (Fortunately, multiple contacts are now being established between American campuses with business French programs and the more internationally-oriented of the Ecoles Supérieures de Commerce).

## OVERVIEW OF FRENCH TEACHER-TRAINING PROGRAMS

On the other hand, one French institution not only was not taken by surprise by the business aspect of the evolution in American language teaching but actually anticipated it by more than a decade. Indeed, some twenty years ago,the mission of formulating programs in business French and promoting this variant of French language and civilization abroad was confided to the Chambre de Commerce et d'Industrie de Paris. During the intervening years, the CCIP has carefully nurtured a range of summer seminars for foreign professors of French, devised a highly-respected student testing program in business French given world-wide in CCIP-approved centers, and published a regular news letter, "Le Français Commercial" which serves not only as a link among business French teachers throughout the world but also as an important source of pedagogical documents and bibliographical information. Although it is hasardous to apply a single descriptive adjective to the CCIP's four different seminars, all four might be seen as concerned with a broader socio-economic perspective on the French economy.

.../...

In response to other needs expressed, in particular, by American professors of French, two new programs were founded in the summer of 1983, in Lyon and in Vichy. The Lyon program, sponsored by the Lyon Graduate School of Business Administration (Ecole Supérieure de Commerce de Lyon) utilizes the school's strong teaching staff to meet the demand by American professors for nuts-and-bolts knowledge of the daily functioning of a medium-sized company (PME) in France. Moreover, the Lyon school takes advantage of its contacts in the Rhône-Alpes business world to organize face-to-face encounters with people actually engaged in the various business functions. Also, given the crucial importance of languages in the training of the international businessmen and -women ESCL students are likely to become, the Lyon school's Language Department boasts an integrated sequence of substantive courses given in the different foreign languages taught. This expertise in applied language is shared with program participants, through contacts with the ESCL language faculty. Thus, the orientation of the Lyon seminar is toward a practical knowledge of the workings of a French firm.

The second new program is organized by the CAVILAM (Centre Audio-Visuel de Langues Modernes) in Vichy. The thrust of this seminar is pedagogical as it explores the possible classroom applications of French for business while reinforcing the general language background of participants. A second objective of the CAVILAM seminar is to (re)introduce participants to la France profonde through contacts with local citizens of different walks of life. In short, then, the three organizations in Paris, Lyon and Vichy offer programs with strikingly different - and mutually complementary - orientations. Moreover, the three cities concerned are all quite distinct in a variety of ways, as is their industrial-commercial-cultural fabrics. The remainder of this paper will deal with a detailed analysis of the summer seminars in business French in the three cities.

## LA CHAMBRE DE COMMERCE ET D'INDUSTRIE DE PARIS :

The CCIP offers seminars in Paris for businessmen as well as for teachers and students, and sponsors courses in different provincial cities which prepare the participants to take the CCIP international examinations in business French : the certificat pratique de français commercial et économique and the diplôme supérieur de français des affaires. Of course, there are many other centers worldwide including a large number in the United States, where these examinations may be taken.

Insofar as the programs specifically organized for professors of French are concerned, there are four. The first of the four which is entitled "Actualité Socio-Economique de la France", will be a five-day overview of France in 1984 from an economic perspective. Among the different areas touched upon are the French political institutions, the present French economy, the French business firm, the company and its social partners (e.g. unions and government), employment and unemployment, the financial market and France's international relations. There are also two excursions : one to a company and the other to the Paris Stock Exchange. This brief initiatory seminar is usually run at the end of June.

The second, pedagogical, seminar deals with the question of the specificity of business language and as range of utilization as well as the practical questions of sources of information, pedagogical materials, and approaches. Finally, it also addresses the methodological possibilities for teaching to the CCIP examinations. This two-week program generally takes place during some ten days in early July.

The third of the four programs, which runs concurrently with the second, is entitled "La Notion Européenne en 1984-5-6, etc...) and is naturally built around the E.E.C. and the concept of European unity. The idea of a unified Europe is approached from several angles including defense. Europe's position vis-à-vis the superpowers, the limit to an independent European industrial policy, her energy situation (or predicament), agriculture - something of a bone of contention with the US these days - the monetary system, the North-South dialogue, European unemployment, and - more philosophically - the existence of a European culture. And all of this in the space of two weeks.

Finally, the fourth and last of the CCIP courses is "l'Entreprise et la vie des affaires françaises dans leur environnement économique". This four-week program was conceived to supply economic background for a business French course. Among the different political and economic topics studied are the French political institutions and the French economy in 1984(-5-6,etc...) as well as decentralization, infrastructure development, the financial market, the European parliament and international relations. The socio-professional issues treated include French companies, labor and managment, employment and unemployment, the banking system, insurance, advertising, and distribution. A practicum in a French company is also included in the package which is usually scheduled for the month of July.

Before leaving the CCIP, mention should be made once again of the very useful newsletter, Le Français Commercial which is printed and circulated upon request, free of charge. The yellow booklet contains documents useful for in-class treatment and for background, annotated bibliographies, observations from business French teachers in different countries and so on. A subscription may be obtained by writing :

Direction de l'Enseignement
Chambre de Commerce et d'Industrie de Paris
14, rue de Chateaubriand
75008 PARIS

## L'ECOLE SUPERIEURE DE COMMERCE DE LYON :

The second of the three French courses for professors is that of the Lyon Graduate School of Business Administration. The very fact that the course is run by a School of Business Administration is an originality in itself. As you know, the Ecoles Supérieures de Commerce draw from among the best and brightest of French students. This attractive audience plus the relative autonomy of these semi-private institutions tends to attract good and sometimes superb faculties. Indeed this is the case for the Lyon School of Business which is one of the leading business schools in France, being particularly strong in management and languages. The institution includes graduate, postgraduate, continuing education and research programs, which are taught by a permanent faculty of some 60 professors and by 250-300 outside specialists. The school itself is attended by approximately 650 graduate-level students who prepare an M.B.A. degree during the three-year course of studies. There are also exchange agreements with four North American universities which are striking in that the student, whether French or American, receives both the M.B.A. of his home institution and that of the host institution for the same three-year period of studies. A final specificity of the Lyon School is its particularly

.../...

close connections with business and industry in the Rhône-Alpes region. The School sees practical research into the problems of Lyonnais industry as a major part of its role.

Naturally enough, the Lyon School's strong points are reflected in the summer program in business French. The program teaching staff, for example, is drawn in large part from the school faculty. For example, in the six cases of general company policy, accounting, management control, the personnel function, production management, and exports, the course is actually taught by the chairman of the department concerned - all of whom are interesting speakers as well as experts in their fields. Furthermore, given the close-knit "family" spirit of the School, pedagogical cohesiveness is assured.

As may be seen from the preceding partial course list, the thrust of the Lyon program is indeed the daily functions of a French business against the background of the current French economic context. Again in keeping with the spirit of the institution, the insights acquired in the classroom are brought home to participants through on-site meetings with business heads, production managers, workers, union representatives and so on, the idea being that nothing is as eye-opening as "hands-on" contact with the business.

In addition to the two major poles of the program, that is, in-class instruction in the basic functions of a French business and the encounters with Frenchmen and -women involved in business, there are several other features worth mentioning. In the area of documentation, each course professor supplies an introduction to his area, all of which are mailed to participants prior to their coming to Lyon so as to enable them to participate more fully in the seminar. Useful documents, particularly case studies, are also distributed during the classes, both to aid participants' understanding and to be used subsequently in their own business French classes.

To give participants greater access to economic and business documents, a visit to the School's new Centre de Documentation is one of the first items on the program agenda. Participants are encouraged to use the center during their free time. A second visit to the Documentation Française in downtown Lyon provides an introduction to the resources available through official French government publications.

The expertise of the Lyon School's Language Department in the teaching of business English, German, and Spanish mentioned earlier is felt to be particularly valuable to professors just beginning to offer business French courses, although a fruitful exchange can also take place between seasoned American teachers of the subject and the Language Department. Thus, an in-depth meeting with the language faculty is an integral part of the program.

Also, an entire day is devoted to the simulation game Créator. Créator, invented by an ESCL professor, Roger Fournier, illustrates how an entrepreneur in France goes about founding his own company. Here again, the thought is that a concrete approach to the legal and financial constraints to the creation of a firm yields a better understanding of the real problem encountered.

Finally, on a lighter note, there are many cultural or simply social activities planned or possible in Lyon. As there is always at least one national holiday during the program, there are no classes, and the day is given over to academic tippling in the Beaujolais region, including the noon meal in a local inn. Other possibilities are an excursion to the romanesque churches of nearby Burgundy (Cluny, etc...), a visit to the major Roman ruins in Vienne, a tour of the Creys-Malville fast-breeder reactor, etc...

## CENTRE AUDIO-VISUEL DE LANGUES MODERNES :

For most of us, Vichy conjures up visions of bottled mineral water, thermal baths or the Maréchal Pétain. However, there is another Vichy and a part of this "otherness" is the CAVILAM or Centre Audio-Visuel de Langues Modernes. Founded in 1964 by the city of Vichy, the CAVILAM is under the pedagogical control of the University of Clermont-Ferrand. The teaching staff is made up of some 35 to 40 full-time faculty members, assisted by approximately 60 to 65 part-time teachers, all of whom possess a bachelor's level teaching degree as well as two years of teacher training within the CAVILAM.

The CAVILAM gives classes in English, German, Spanish, and Arabic as well as in French to an audience of foreigners some 60% of whom hold French government scholarships, another 20% having obtained study grants from their home governments. In the 20 years of its existence, the CAVILAM has become quite a large organization and now receives approximately 3,000 students each year, of whom 50 to 200 are Americans, many of the latter being secondary school students. It should be noted that the CAVILAM has had prior experience in the business language area, as programs for bilingual secretaries, interpreters and hotel employes have been given in the past.

As concerns the summer courses in business French for American teachers, the overall orientation is pedagogical with three areas of concentration :

1st : improvement of general language skills,
2nd : language development in the fields of economics and business,
3rd : group work on classroom strategies for the teaching of business French.

More specifically,the previous CAVILAM program included the study of oral and written documents such as the "Revue de Presse" on France Inter every morning and suggestions for in-class exploitation of the documents. Futhermore, the CAVILAM organized meetings with business and industrial leaders as well as with local and regional officials. Finally, case studies were performed, in-class exposés given, and lectures and debates organized.

## FINANCIAL AID :

Of course, given the airfare and tuition charges for the retraining programs in France, finances are a major consideration in any decision to take such a course. Fortunately, the French Ministère des Relations Extérieures provides a relatively large number of scholarships which cover tuition and a part of the travel costs. Information can be obtained from the Cultural or Linguistic Attaché to the French Embassy and consulates in the United States, as well as from the French Cultural Services, 972 Fifth Avenue, New York, N.Y. 10021. Given the cycle of the French government's fiscal year, this information is usually available only in February of each year. Requests for information prior to that date naturally cannot be honored.

Other sources scholarship aid include the Club Français d'Amérique in San

Francisco (1051 Divisadero Street, San Francisco, Ca. 94115) which offers a limited number of full scholarships to its members.

## CONCLUSION

If, as Arnold Toynebee believed, civilization is a response to challenge, then perhaps the language profession's vigorous reaction to the catastrophic decline in foreign language study in the United States may be seen as leading America to a more "civilized" attitude toward the international community and toward her linguistic responsabilities as a part of that community. On a slightly less lofty level, it must not be forgotten that the underpinnings to the goal of internationalizing the American student population's mindset, and thus America's future, are the current developments in the areas of language pedagogy, the extension of language study to other fields, and the emphasis on aspects of culture and civilization. However, the growth of our field of language into new dimensions often implies stimulating but not always readily available re-training for language teachers. Fortunately, in the area of business French, three programs, carefully geared to the needs of language teachers, already exist in Paris, Lyon and Vichy.

1025

# ADAPTING THE ACTFL/ETS ORAL PROFICIENCY INTERVIEW TO A BUSINESS FRENCH COURSE THROUGH TELEVISION

Henry A. Garrity

Department of Modern Languages and Literatures
St. Lawrence University
Canton, New York 13617

Henry A. Garrity
Department of Modern Languages and Literatures
St. Lawrence University
Canton, New York

# Adapting the ACTFL/ETS Oral Proficiency Interview to a Business French Course through Television

Based on the ACTFL/ETS adaptations of the Foreign Service Institute's interview for measuring and rating oral proficiency in a second language, the Business French course at St. Lawrence University has experimented by interviewing students on video tape. Interviews are conducted at the beginning and middle of the course for the following purposes: 1) to prepare students for the anxiety created by such an interview conducted in a foreign language; 2) to probe their language skills to find points of linguistic breakdown so that proficiency can be measured and ranked by means of the ACFTL/ETS descriptions; 3) to measure the degree to which students have mastered specialized vocabulary and idioms (banking, corporate organization, marketing, etc); 4) to allow students to see themselves as they react to diverse interview situations and to understand their strengths and weaknesses in regard to language skills and demeanor; 5) to test students' ability to express themselves on subjects beyond the confines of the Business French curriculum; 6)to prepare students who may be taking the Paris Chamber of Commerce and Industry oral examination.

When we first decided, five years ago,, to offer a course in commercial French, our majors were not our target group, despite our having a year-long study program at the University of Rouen whose returnees are strong in written and oral French.

Instead our idea was to attract students in lower-level French courses who might continue their study of the language by seeing its utility. For three years we evaluated the offerings at various levels and came up with similar results: 1) that we were correct in assuming student interest in the subject matter and 2) that in none of the courses was students' proficiency in the language high enough to permit truly high achievement. Students were frustrated in their efforts at composition and oral expression . This was especially true when they dealt with the subtleties of letter writing when working from English into French. Finally, we turned to our senior majors.

Concurrently, we became acquainted with and interested in the ACTFL/ETS proficiency guidelines based on the FSI interview. As the instructor for the new course, I decided to incorporate the interview as part of the course structure. This inclusion seemed to guarantee students' attention to oral expression, a component sometimes relegated to lower priority in the previous Business French formats which had stressed written proficiency.

The preliminary syllabus targeted one interview at the end of the course as part of the final evaluation. But, at first, the very notion of such an interview seemed at odds with the literature on the theory and practical application of the interview which tested "non-curricular use of the language."[1] Secondly, as Liskin-Gasparro and Woodford observe, holistic scoring should be applied to proficiency testing, the whole being greater than the sum of its parts.[2] By contrast students in this course were to be tested on the acquisition of specific vocabulary. While this fulfilled an objective of the curriculum, it would not necessarily tell us what the interview is ideally designed to show: whether students were equally proficiency when not talking about topics they had prepared for the interview. We saw the difficulty which Claudia P. Wilds points out in her comments on the oral interview: "The most common failure is not pursuing the more proficient examinee to his limits. Often the intellectual ability to discuss a topic can be confused for linguistic competence."[3]

A description of the Brigham Young language training program for Mormon missionaries solved the puzzle to our satisfaction.[4] Using a diagnostic feedback evaluation, students underwent two interviews, one at the beginning, the second part-way through their training to measure their progress. This two-interview format seemed to answer a number of questions. First, it showed that the original ideal of putting the interview at the end of the course was pedagogically unsound. Students would have no additional time in the course to learn from their mistakes. Second, it solved the problem of the apparent contradiction implicit in using the FSI interview to measure a specific skill and specific vocabulary when it was meant, on the contrary, to test global proficiency. The first interview would serve as the conventional oral interview during which we could elicit a broad language sample to determine the students' proficiency level using the ACTFL/ETS guideline descriptions. In the course of the second interview, we could test specific acquisition of commercial vocabulary. One question which remained unanswered was whether we might find any corrolation of proficiency ratings between the two interviews. Would students perform signficantly better on material they had prepared than in response to topics chosen ramdomly by the interviewer?

The idea of videotaping the interviews came from a paper by John L.D. Clark. We had some experience with audiotaped, delayed-scored interviews and were concerned about validity. Clark posits the following: "Certain attributes of the simultareous scoring procedure could be viewed as more favorable to high scoring validity than delayed scoring. First all relevant communicative stimuli are available to the scorer, including the examinees facial expressions, gestures, lip movements and so forth. Unless a video recording of the interview is made . . . these components would be lost to the rater in a delayed scoring situation."[5] Since we had the video equipment available, I believed that the interviewees would respond twice as well when reviewing their performances later, confronted with both visual and auditory stimuli, than they would to only the auditory of the audiotaped interview.

Because of the interview component, enrollments in Business French were limited to ten; this year there are eleven. Naturally, interviewing represents a significant commitment of time on the part of the interviewer, approximately an hour and a half per interviewee for the first interview, slightly less for the second. The time for the first interview included a half hour for the arrival of the student, explanation of the process, the interview itself and the student's departure. In addition, there were about 20 minutes of previewing the results and another 30 minutes of reviewing the interview with the student, during which the student's errors were discussed.

The first interviews were conducted in the normal fashion: warm-up, level check, probes, wind-down. Because these students had all spent a long period of time in French-speaking countries, we assumed what Pardee Lowe calls level III, minimum professional competence.[6] At this level, the interviewee should be asked to cope with unknown situations, give supported opinion and do role playing. While the elements of the interview could also act as probes, I decided to use translations both from French to English and English to French for this purpose. This exercize seemed to promise the maximum challenge in the minimum time and to be justified by Randall Jones's paper"Testing Language Proficiency in the US Government:"[7] Jones points out that ten to fifteen minutes of the FSI oral interview which can last from 20 to 30 minutes are devoted to translation exercizes in which interviewees are given three to four passages from a newspaper to read and then to translate.

The first interviews took place in the third week of the course; only the interviewee and interviewer were present. The camera was placed behind and to the interviewer's left.

The camera angle was such that the interviewees could be seen almost full face even though they faced the interviewer. However, in the first set of interviews, the camera framed only faces. Subsequently, framing has been changed to include lap and hands as well. Because the students had already had some letter-writing exercizes and had discussed the French political system in class, questions relating to these topics were included in the interview.

In addition to the elements Jones ascribes to level III proficiency, we were particularly interested to test the following: 1) narrative in the past; 2) narrative in the future; 3) the ability to use one's expertise (a hobby, a sport, etc.) to demonstrate to what extent familiarity with English vocabulary might carry over into French.

There is little unusual about the course of the interview: 1) A warm-up which included name, residence and usually some questions about the family. Questions about the family are probes at a lower level, but served well as warm-ups at this level; 2) Supported opinion was elicited by questions contrasting suburban life (where most of the interviewees live) to city life (where they had all lived abroad) or French versus American fashion. A male soccer player was asked whether he preferred European or American style play and why; 3) Unfamiliar situations and role-playing were addressed through questions which asked them to imagine making a phone call to ask for help because of an auto breakdown or by asking them to defend

US foreign policy to a group of foreign students; 4) Probes of technical vocabulary included paragraphs on business and political news excerpted from Le Monde and The Wall Street Journal for translation; 5) Narrative in the past resulted from the request to describe a typical day while they were students in France or during their vacations; 6) A question about what they imagined themselves doing in five or ten years attempted to provoke narrative in the future; 7) Occasions to determine carry-over vocabulary expertise were sometimes difficult to find. An avid amateur photographer was asked to tell how a camera takes a picture; a rugby player was asked to describe the game.

The second interviews took place four weeks after the first, in the seventh week of the course. Students had reviewed their first interview and received my accompanying comments. For this interview I assigned three topics to prepare (an MCRT format): corporate structures in France, management and marketing. In addition to questions on this vocabulary, I asked them again to translate from English to French and French to English. This time, however, the translations were based on commercial correspondance they had already worked on in class or on very similar correspondance. The first interviews has lasted 20 to 25 minutes; the second approximately 15 minutes.

As expected, the second interviews showed marked improvement in familiarity with commercial vocabulary, even if the answers to factual questions were not always correct. However, there were results which confirmed some of our assumptions and others which were unexpected:

1) Students were much more relaxed during the second interview even though they knew they were to be tested on specific topics. They admitted that they had never been unaware of the camera during the first interview.

2) There was a surprising correlation between the proficiency ratings of the first and second interviews. Familiarity with the special vocabulary and preparation for the second interview did not mask grammatical and syntactical errors common to both.

3) There was reason to believe that the 20 to 25 minute interview was overlong for the purposes of eliciting a broad language sample. We found as with the Peace Corps studies that an examinee's basic proficiency can be determined within the first five minutes of the interview and that a reduction in time, with resultant reduction of topics, does not necessarily reduce scoring reliability. This was particularly true because, for better or for worse, I was interviewing students I knew and assuming a fairly high and uniform level of proficiency. (That does not mean, however, that I found what I thought I would all the time.)

4) There was merit in the two-interview format despite the often redundant results. The second interview could then continue and serve two purposes:

a) as a test of acquired factual knowledge and special vocabulary and

b) as a possible validation of the ratings on the first interview.

As for the role of the televised interview, we are convinced of its pedagogcial superiority to the audio-recorded interview. The video image of oneself performing on screen makes the interviewees take more careful note of their mistakes and nervous behavior. They seem more aware of their errors and more eager to correct them. As Professor Lamb has pointed out, in the United States we learn visually, experiencially and orally, in that decending order of efficiency.

We conclude the following:

1) Because of the expense of the oral intefview in terms of the interviewer's time, we foresee continuing to limit enrollments per section.

2) We foresee a further role for television in conjunction with the interview as a means of overcoming the artificiality of the topics discussed. Film clips might be televised during the course of the interview for commentary or questions.

3) The interviews at the senior level can act as check on our teaching. We have alerted the instructors in the beginning and intermediate language course to the structural deficiencies of the senior majors. The instructors will give special emphasis to these grammar points.

## Notes

1. Liskin-Gasparro, J.; Woodford, P., "Proficiency Testing in Second Language Classrooms," in Foreign Language Teacher: The Life-long Learner (ERIC Document Reproduction Service No. ED 216 546), pp. 124-131.

2. Liskin-Gasparro, J.; Woodford, P., p. 127.

3. Wilds, Claudia P., "The Oral Interview Test," in Jones, Randall L., ed.; Spolsky, Bernard, ed., Testing Language Proficiency (Arlington, Center for Applied Linguistics, 1975), p. 34.

4. Graham, Stephen L., "Using the FSI Interview as a Diagnostic Evaluation," in Clark, John L.D., ed., Direct Testing of Speaking Proficiency: Theory and Practice," (ERIC Document Reproduction Service No. ED 172 523), pp. 31-32.

5. Clark, John L.D., "Theoretical and Technical Considerations in Oral Proficiency Testing," in Jones, Randall L., ed.; Spolsky, Bernard, ed., pp. 14-15.

6. Lowe, Pardee, "Structure of the Oral Interview and Content Validity," in Palmer, Adrian S., ed.; Groot, Peter J.M., ed.; Trosper, George A., ed., The Construct Validation of Tests of Communicative Competence (Washington, TESOL, 1981).

7. Jones, ed.; Spolsky, ed., pp. 1-9.

8. Lamb, Nancy, "Business French/French Business," paper read to the Conference on Foreign Languages for Business and the Professions, Dearborn, MI, April 6, 1984.